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ABSTRACT

This demonstration project, concerns the study of Title I intra-district fund allocation changes. It also examines the effect of these changes on a number of dependent variables such as program delivery and associated costs, student composition, student experiences, and community response. Thirteen Local Education Agencies (LEAs) participated in the demonstration project. This volume analyses the baseline data for the study. Materials referenced from the student characteristics chapter are included in an appendix. These include items such as a brief discussion of the data sources and samples and variables employed in the analyses of student characteristics. Additional appendices cover materials referenced from the student experiences chapter, including items such as a copy of the Classroom Activities Log (CAL), the primary instrument for describing the experiences of the child in the classroom and the reliability of the CAL. Compensatory services and activities from the school perspective, and miscellaneous detailed data tables that serve as the basis for part of the main volume along with questionnaire items and descriptions of specific results are also included in appendices. Statistical tables comprise a major portion of the document. (Author/AM)

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ESEA TITLE I ALLOCATION POLICY: DEMONSTRATION STUDY

Analysis of Baseline Data

VOLUME II: APPENDICES

October 31, 1977

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TABLE OF CONTENTS

APPENDICES

Page

APPENDIX A: Student Characteristics (Ivory) 181

APPENDIX B: Student Experiences (Blue) 224

APPENDIX C: Reliability of the CAL (Green) 376

APPENDIX D: Technical Appendix (Grey) 392

APPENDIX E: (Orchid) 440

- Part I: Compensatory Services and Activities from the School Perspective 442
- Part II: Detailed Data Tables from Chapter 6 (The Context of the Demonstration) 476

APPENDIX F: Questionnaire Items and Site Specific Results for Community Reaction to Demonstration Policy Options (Yellow) 509

APPENDIX A

STUDENT CHARACTERISTICS

APPENDIX A

Appendix A contains materials referenced from the Student Characteristics chapter. These include:

- a brief discussion of the data sources, samples, and variables employed in the analyses of student characteristics;
- Figures A-1 through A-4: profiles of additional student characteristics for each site for three student groups--Title I students in Title I schools, non-Title I students in Title I schools, and non-Title I students in non-Title I schools;
- Figures A-5 through A-8: cross-site summaries of student type by school type comparisons for additional poverty measures and other student characteristics;
- Table A-6: a summary of the poverty criteria used by the Demonstration districts in the determination of school eligibility for 1975-76; and,
- Tables A-7 through A-20: district-specific comparisons of student characteristics by student type and school type, plus accompanying narrative.

Data Sources, Samples, and Variables

Three sources of data were utilized for the analysis of student characteristics:

- the Class Roster;
- the Student School Record Information Form (SSRIF); and,
- the Parent Interview.

Each of these instruments was administered to a different sample of respondents and serves a slightly different purpose than the other two data sources. The Roster was designed to obtain information on the universe of third and fourth grade students in sample schools. The Roster, therefore, provides the broadest base for estimating student characteristics. The SSRIF was intended to supplement the Classroom Roster data for a subsample of the rostered students. This subsample consists of two students randomly selected from each rostered classroom.* The SSRIF requested additional information on these students' socio-economic status, performance on standard achievement tests, and first language if it was not English.** The sampling design for the Parent Interview paralleled the one described for the SSRIF with the exception that no parents of fourth grade non-Title I students were interviewed. The Parent Interview yielded the most indepth information on the socioeconomic characteristics of students although the sample on which the data were gathered was somewhat limited.

Tables A-1 through A-3 present sample sizes for each of the three data sources. Table A-4 briefly describes each of the variables developed from these instruments.

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*In classes with both Title I and non-Title I students, one student was randomly selected from each group. In classes with only Title I or non-Title I students, two students were drawn at random.

**The achievement data obtained from the SSRIF were not analyzed for this report. They will be presented and discussed in future reports.

TABLE A-1

SAMPLE SIZES BY SCHOOL TYPE AND STUDENT TYPE FOR THE CLASSROOM ROSTER

DISTRICT	STUDENT TYPE	COMMON SCHOOL TYPES				DISTRICT SPECIFIC SCHOOL TYPES		TOTALS
		1	2	3	4	9	0	
ADAMS COUNTY #12	TI	42						42
	NTI	311	1,586					1,897
	TOTAL	509	1,430					1,939
ALUM ROCK	TI	393				209		602
	NTI	244	932			267	326	1,769
	TOTAL	637	932			476		2,371
BERKELEY COUNTY	TI	197						197
	NTI	906			559			1,465
	TOTAL	1,103			559			1,662
BOSTON	TI	787						787
	NTI	1,121	315		1,133	384		2,953
	TOTAL	1,908	315		1,133	384		3,740
CHARLOTTE	TI	772		259				1,031
	NTI	1,680	2,640	824	846			5,990
	TOTAL	2,452	2,640	1,083	846			7,021
HARRISON COUNTY	TI	355						355
	NTI	942	594					1,536
	TOTAL	1,297	594					1,891
HOUSTON	TI	1,426				49	224	1,650
	NTI	1,793	683		8,882	1,927	331	13,616
	TOTAL	3,219	1,769		7,886	1,976	555	15,315
MESA	TI	485						485
	NTI	1,132	1,246					2,378
	TOTAL	1,617	1,246					2,863
NEWPORT	TI	53						53
	NTI	114	483					597
	TOTAL	167	483					650
RACINE	TI	105						105
	NTI	990	1,853					2,843
	TOTAL	1,095	1,853					2,948
SANTA FE	TI	306						306
	NTI	805	591					1,396
	TOTAL	1,111	591					1,702
WINSTON-SALEM	TI	597		80				677
	NTI	983	2,227	320	1,287			4,817
	TOTAL	1,580	2,227	400	1,287			5,494
YONKERS	TI	373				168		541
	NTI	99	109		1,230	79	323	1,840
	TOTAL	472	109		1,230	247	323	2,381

KEY TO SCHOOL TYPES

School types are assigned contingent upon the status of the school during the first two years of the Demonstration. With the exception of four sites the common school types are:

SCHOOL TYPE	SCHOOL STATUS 1975-76	SCHOOL STATUS 1976-77
1	TI	TI
2	NTI	TI
3	TI	NTI
4	NTI	NTI

For the other sites with additional or non-comparable types (Alum Rock) the assignments are:

DISTRICT	SCHOOL TYPE	SCHOOL STATUS 1975-76	SCHOOL STATUS 1976-77
Alum Rock	1	TI	TI - saturated
	2	NTI	TI - saturated
	9	TI	TI - concentrated
	0	NTI	TI - concentrated
Boston	9	NTI	TI - Demonstration school
Houston	9	NTI	NTI - skipped in allocation
	0	TI	TI - held harmless
Yonkers	9	TI	TI - Demonstration school
	0	NTI	TI - Demonstration school

TABLE A-2

SAMPLE SIZES BY SCHOOL TYPE AND STUDENT TYPE FOR THE STUDENT SCHOOL RECORD INFORMATION FORM

DISTRICT	STUDENT TYPE	COMMON SCHOOL TYPES				DISTRICT SPECIFIC SCHOOL TYPES		TOTALS
		1	2	3	4	9	0	
ADAMS COUNTY #12	TI	8						8
	NTI	13	80					93
	TOTAL	30	74					104
ALUM ROCK	TI	12				12		24
	NTI	10	39			8	11	68
	TOTAL	22	39			20	11	92
BERKELEY COUNTY	TI	24						24
	NTI	44			20			64
	TOTAL	68			20			88
BOSTON	TI	47						47
	NTI	62	26		88	24		200
	TOTAL	109	26		88	24		247
CHARLOTTE	TI	80		35				115
	NTI	81	168	35	58			342
	TOTAL	161	168	70	58			457
HARRISON COUNTY	TI	37						37
	NTI	21	17					38
	TOTAL	56	17					75
HOUSTON	TI	77					8	85
	NTI	80	32		435	109	14	670
	TOTAL	157	72		395	111	22	757
MESA	TI	41						41
	NTI	53	71					124
	TOTAL	94	71					165
NEWPORT	TI	4						4
	NTI	4	38					42
	TOTAL	8	38					46
RACINE	TI	30						30
	NTI	40	134					174
	TOTAL	70	134					204
SANTA FE	TI	45						45
	NTI	47	50					97
	TOTAL	92	50					142
WINSTON-SALEM	TI	49		12				61
	NTI	53	141	10	68			272
	TOTAL	102	141	22	68			333
YONKERS	TI	10				5		15
	NTI	6	6		68	5	8	93
	TOTAL	16	6		68	10	8	108

KEY TO SCHOOL TYPES

School types are assigned contingent upon the status of the school during the first two years of the Demonstration. With the exception of four sites the common school types are:

SCHOOL TYPE	SCHOOL STATUS 1975-76	SCHOOL STATUS 1976-77
1	TI	TI
2	NTI	TI
3	TI	NTI
4	NTI	NTI

For the other sites with additional or non-comparable types (Alum Rock) the assignments are:

DISTRICT	SCHOOL TYPE	SCHOOL STATUS 1975-76	SCHOOL STATUS 1976-77
Alum Rock	1	TI	TI - saturated
	2	NTI	TI - saturated
	9	TI	TI - concentrated
	0	NTI	TI - concentrated
Boston	9	NTI	TI - Demonstration school
Houston	9	NTI	NTI - skipped in allocation
	0	TI	TI - held harmless
Yonkers	9	TI	TI - Demonstration school
	0	NTI	TI - Demonstration school

TABLE A-3

SAMPLE SIZES BY SCHOOL TYPE AND STUDENT TYPE FOR THE PARENT INTERVIEW

DISTRICT	STUDENT TYPE	COMMON SCHOOL TYPES				DISTRICT SPECIFIC SCHOOL TYPES		TOTALS
		1	2	3	4	9	0	
ADAMS COUNTY #12	TI	6						6
	NTI	11	26					37
	TOTAL	17	26					43
ALUM ROCK	TI	19				11		30
	NTI	14	33			11	8	66
	TOTAL	33	33			22	8	96
BERKELEY COUNTY	TI	10						10
	NTI	10			13			23
	TOTAL	20			13			33
BOSTON	TI	65						65
	NTI	41	13		55	17		126
	TOTAL	106	13		55	17		191
CHARLOTTE	TI	73		30				103
	NTI	45	92	29	25			191
	TOTAL	118	92	59	25			294
HARRISON COUNTY	TI	47						47
	NTI	47	42					89
	TOTAL	94	42					136
HOUSTON	TI	87					14	101
	NTI	56	39		211	52	10	368
	TOTAL	143	39		211	52	24	469
MESA	TI	43						43
	NTI	31	41					72
	TOTAL	74	41					115
NEWPORT	TI	5						5
	NTI	2	18					20
	TOTAL	7	18					25
RACINE	TI	23						23
	NTI	21	63					84
	TOTAL	44	63					107
SANTA FE	TI	43						43
	NTI	18	28					46
	TOTAL	61	28					89
WINSTON-SALEM	TI	47		10				57
	NTI	27	74	3	38			142
	TOTAL	74	74	13	38			199
YONKERS	TI	11				10		21
	NTI	1	1		33	3	6	44
	TOTAL	12	1		33	13	6	65

KEY TO SCHOOL TYPES

School types are assigned contingent upon the status of the school during the first two years of the Demonstration. With the exception of four sites the common school types are:

SCHOOL TYPE	SCHOOL STATUS 1975-76	SCHOOL STATUS 1976-77
1	[illegible]	TI
2	NTI	TI
3	TI	NTI
4	NTI	NTI

For the other sites with additional or non-comparable types (Alum Rock) the assignments are:

DISTRICT	SCHOOL TYPE	SCHOOL STATUS 1975-76	SCHOOL STATUS 1976-77	
Alum Rock	1	TI	TI	- saturated
	2	NTI	TI	- saturated
	9	TI	TI	- concentrated
	0	NTI	TI	- concentrated
Boston	9	NTI	TI	- Demonstration school
Houston	9	NTI	NTI	- skipped in allocation
	0	TI	TI	- held harmless
Yonkers	9	TI	TI	- Demonstration school
	0	NTI	TI	- Demonstration school

TABLE A-4

SUMMARY OF VARIABLES USED IN THE ANALYSIS OF STUDENT CHARACTERISTICS

VARIABLE	DESCRIPTION	DATA SOURCE
POVERTY		
• Free lunch program	1 = student participates in free lunch program 0 = student does not participate in free lunch program	Classroom Roster
• AFDC status	1 = family receives AFDC 0 = family does not receive AFDC	Student School Record Information Form
• Poverty threshold	1 = family below poverty threshold 0 = family above poverty threshold	Parent Interview
• Years of education of head of household	continuous variable ranging from 1 to 20 years	Parent Interview
• Occupational status of head of household	continuous variable ranging from 0 to 100 points	Parent Interview
READING ACHIEVEMENT	1 = one or more years below grade level, based on teacher judgment of student performance 0 = not one or more years below grade level	Classroom Roster
OTHER DEMOGRAPHIC CHARACTERISTICS		
• Race/Ethnicity	1 = All other races 0 = White, not of Hispanic origin	Classroom Roster
• Sex	1 = male 0 = female	Classroom Roster
PARTICIPATION IN OTHER COMPENSATORY PROGRAMS	1 = does participate 0 = does not participate	Classroom Roster

Poverty and Occupational Variables

The poverty threshold variable was based on the Community Services Administration (CSA) version of the Orshansky poverty index. This scale provides income thresholds of poverty which vary both by family size and farm/non-farm occupational category. Because less than one percent of the parents in the Demonstration Study sample were farmers, these were excluded from this analysis. Table A-5 displays the poverty thresholds for non-farm families of various sizes. The dependent variable was constructed by assigning households of a given size to a poverty dichotomy if household income fell below the appropriate threshold. The CSA version of the Orshansky index has three major advantages as an SES measure. First, it is used by the CSA in the administration of federal programs. It is therefore a widely used measure in studies of a policy-relevant nature. Second, it is scaled for family sizes greater than seven, a relatively common occurrence in the sample of parents from the Demonstration sites. Finally, it is updated annually to reflect changes in the Consumer Price Index.

Occupational status was measured by the prestige score assigned to the head of household's occupation using the 1970 revisions of the Hodge-Seigel Prestige Scale. This scale is provided by the National Opinion Research Center (NORC) where it is used in opinion and survey studies in conjunction with census occupational categories. It provides a convenient measure of differences between types of parents in the Demonstration districts and one which is relatively invariant over time.*

---

*R. Hodge, P. Seigel, & P. Rossi, "Occupational Prestige in the United States, 1925-63," American Journal of Sociology, 1964, 70(3).

TABLE A-5

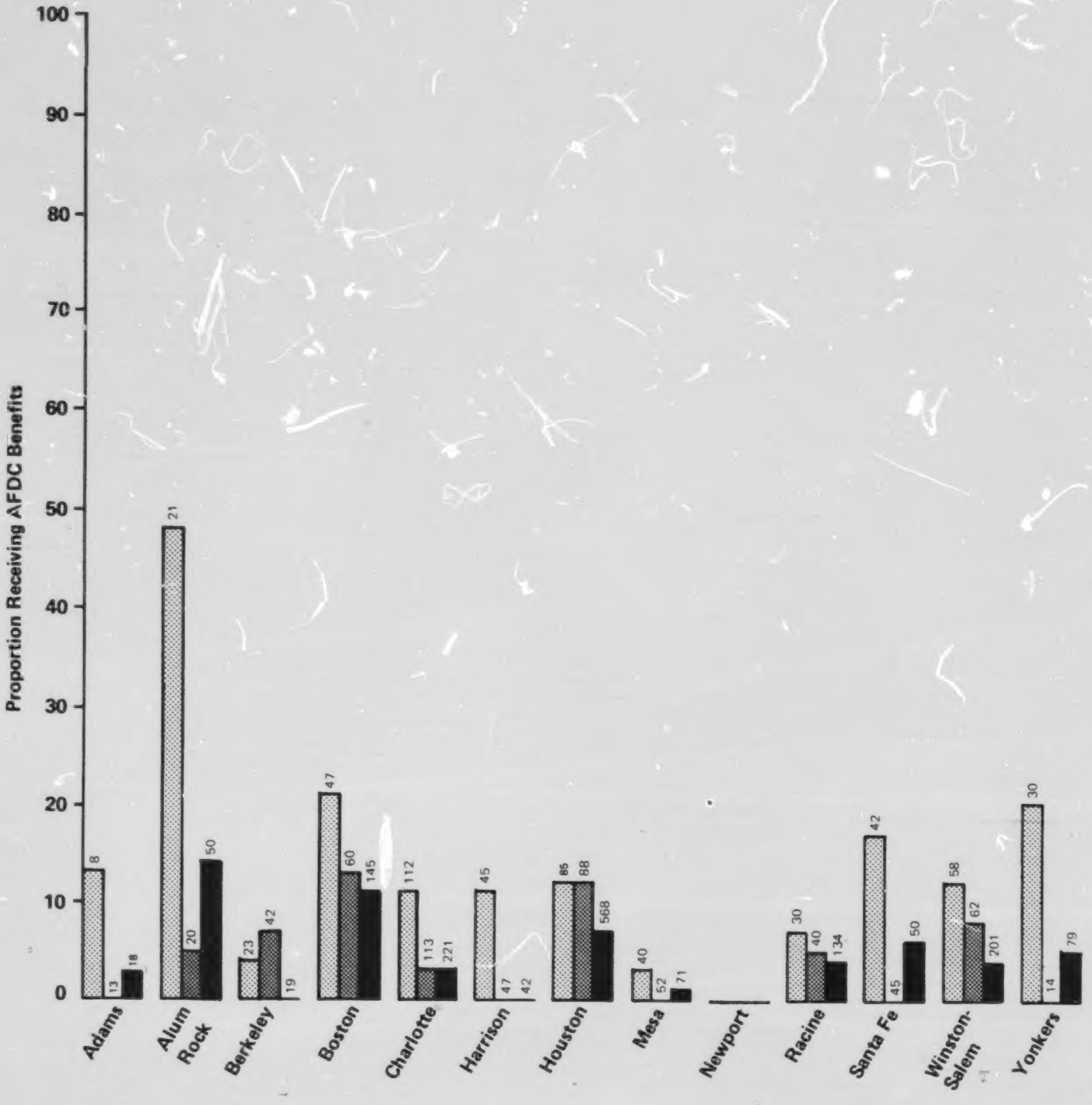
POVERTY THRESHOLDS BY FAMILY SIZE*

FAMILY SIZE	NONFARM THRESHOLD ($)
2	3,410
3	4,230
4	5,050
5	5,870
6	6,690
7	7,510
8	8,330
9	9,150
10	9,970
11	10,790
12	11,610
13	12,430
14	13,250

*Source: "The Measure of Poverty: A Report to Congress as Mandated by the Education Amendments of 1974," HEW, April 1976, pp. 14-17. (U.S. Government Document 017-046-00039-0)

Figure A-1

Proportions of Students Whose Families Receive AFDC Benefits For Selected Groups in the Demonstration Districts*



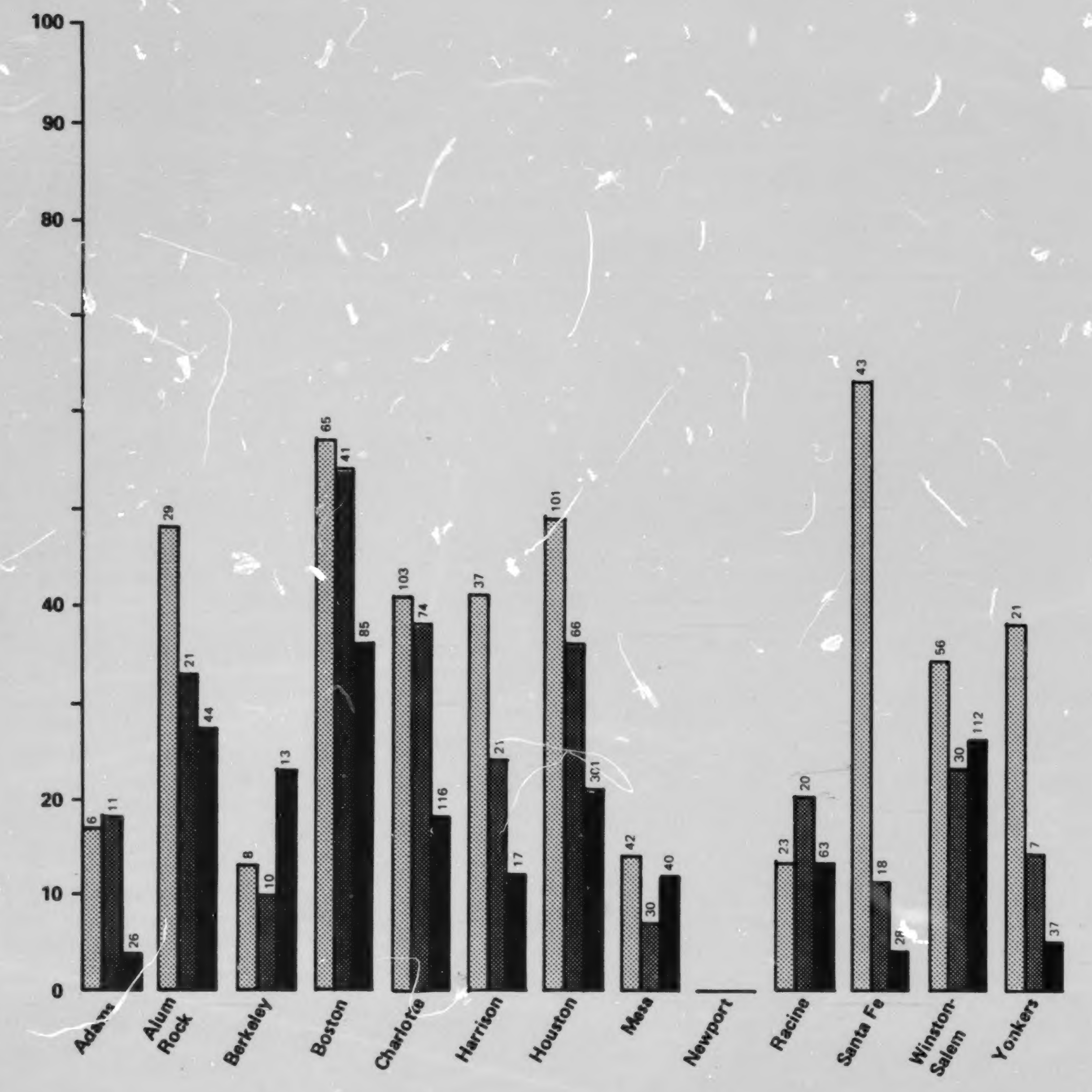
KEY:

- ░ TI Students
- ▒ NTI Students in TI Schools
- ■ NTI Students in NTI Schools

* Numbers at the top of each bar represent sample sizes.

Figure A-2

Proportion of Students Whose Families Are Below the Poverty Threshold For Selected Groups in the Demonstration Districts*



KEY:

- ▨ TI Students
- ▩ NTI Students in TI Schools
- ■ NTI Students in NTI Schools

* Numbers at the top of each bar represent sample sizes.

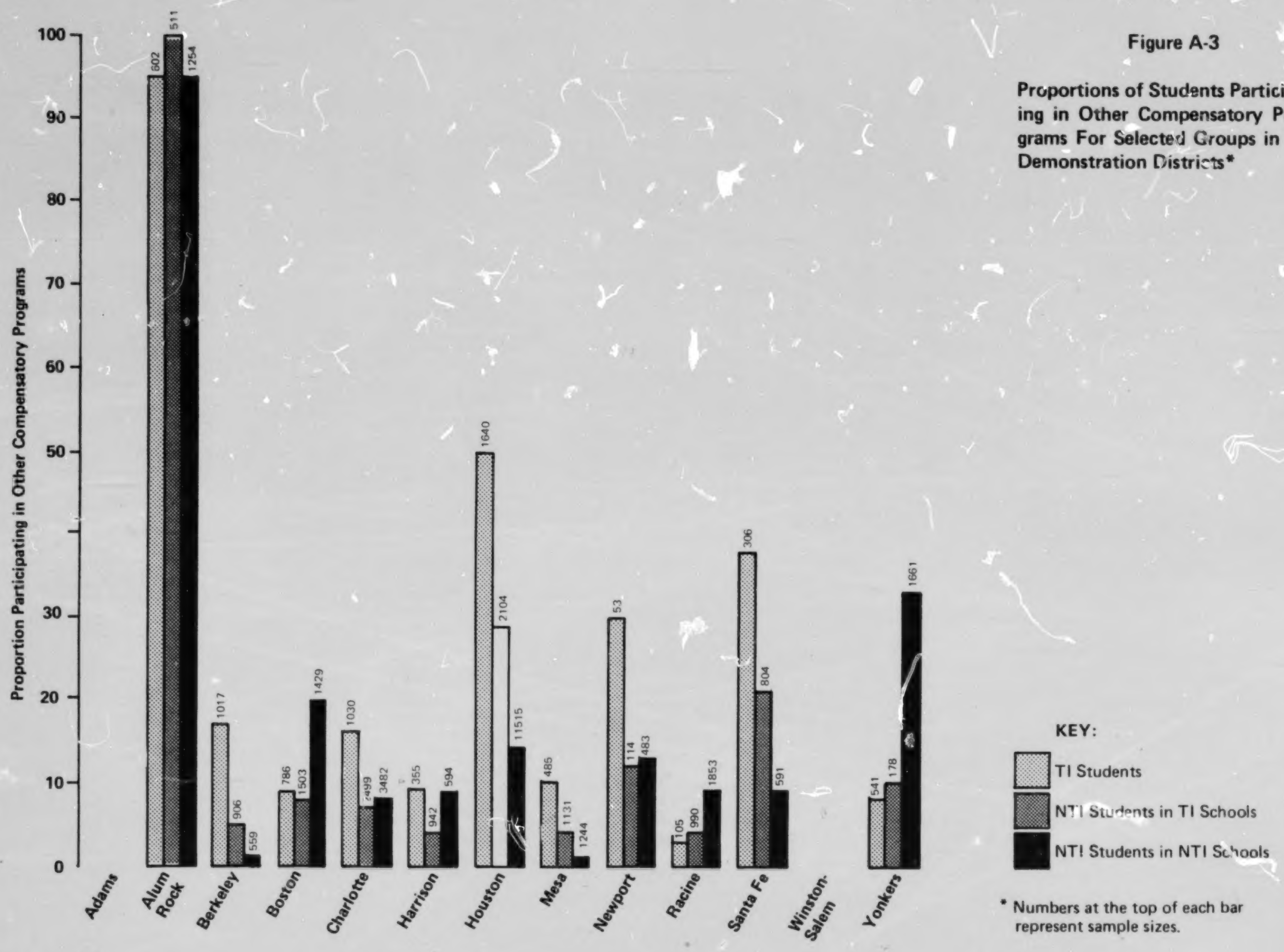


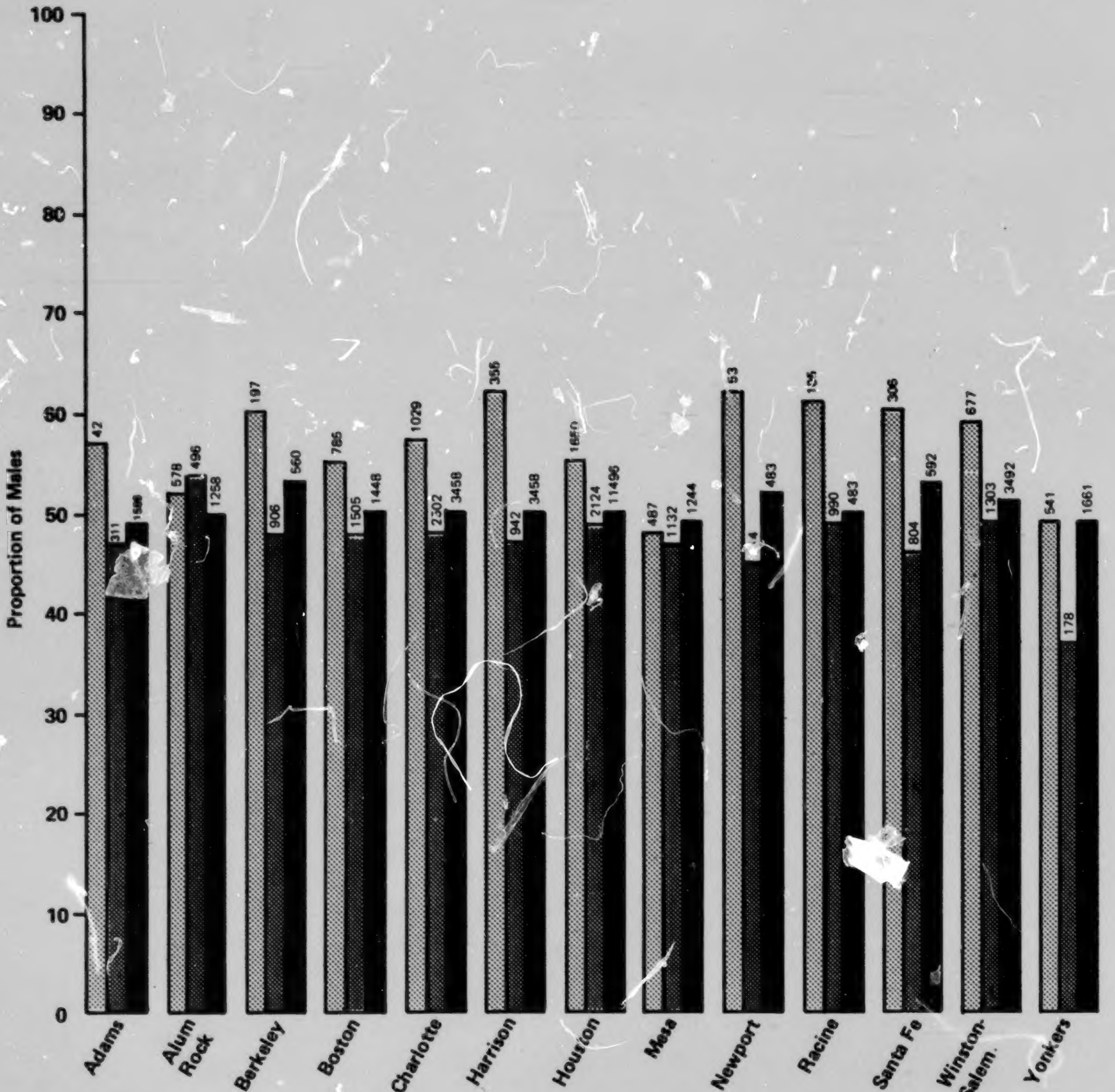
Figure A-3

Proportions of Students Participating in Other Compensatory Programs For Selected Groups in the Demonstration Districts*

* Numbers at the top of each bar represent sample sizes.

Figure A-4

Proportion of Male Students For Selected Groups in the Demonstration Districts*



KEY:

▨ TI Students

▩ NTI Students in TI Schools

■ NTI Students in NTI Schools

* Numbers at the top of each bar represent sample sizes.

Figure A-5

Cross District Summary of Percentage Differences Between TI/NTI Students and Between TI/NTI Schools for Proportion Receiving AFDC Assistance

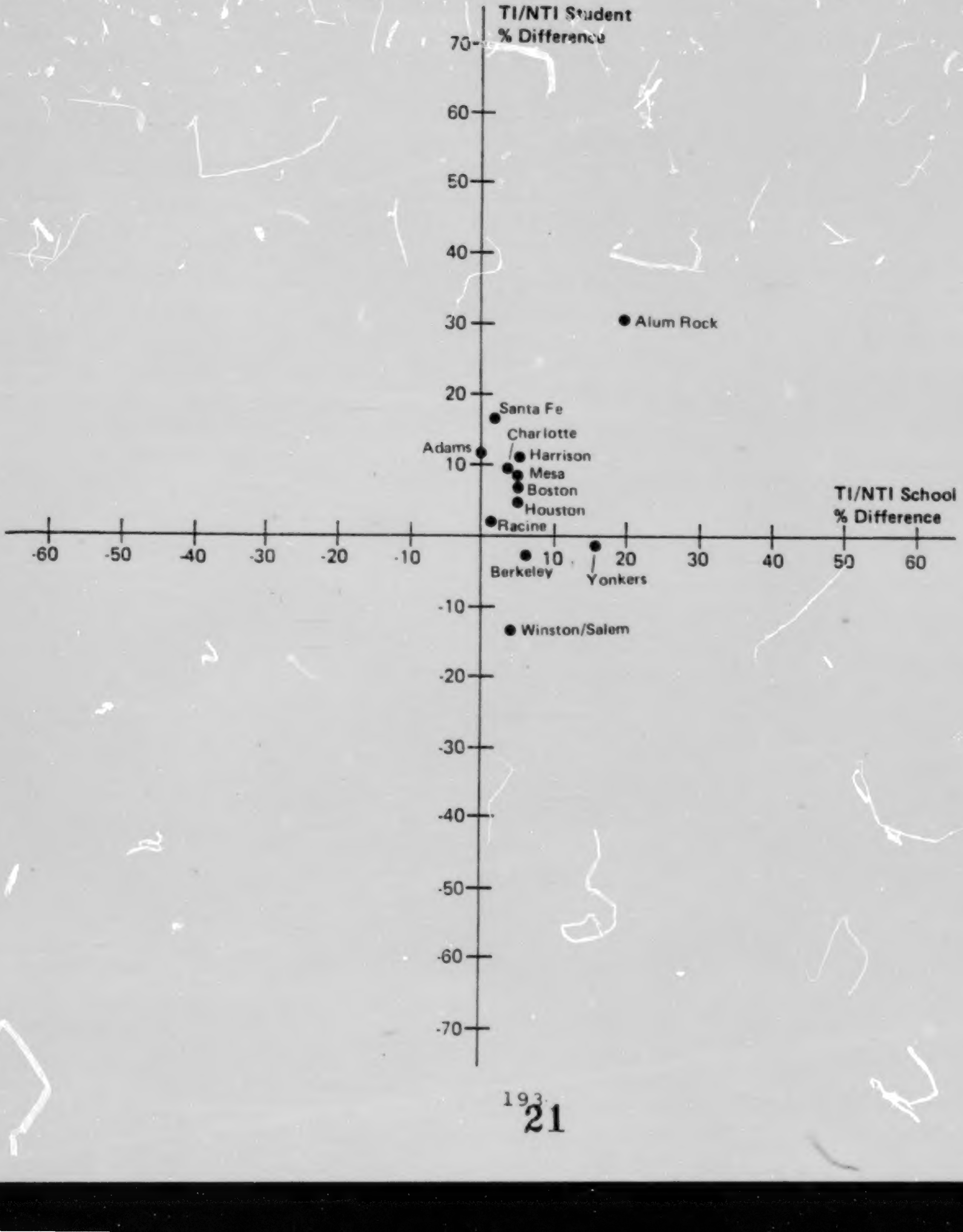


Figure A-6

Cross District Summary of Percentage Differences Between TI/NTI Students and Between TI/NTI Schools for Proportion Below Poverty Threshold

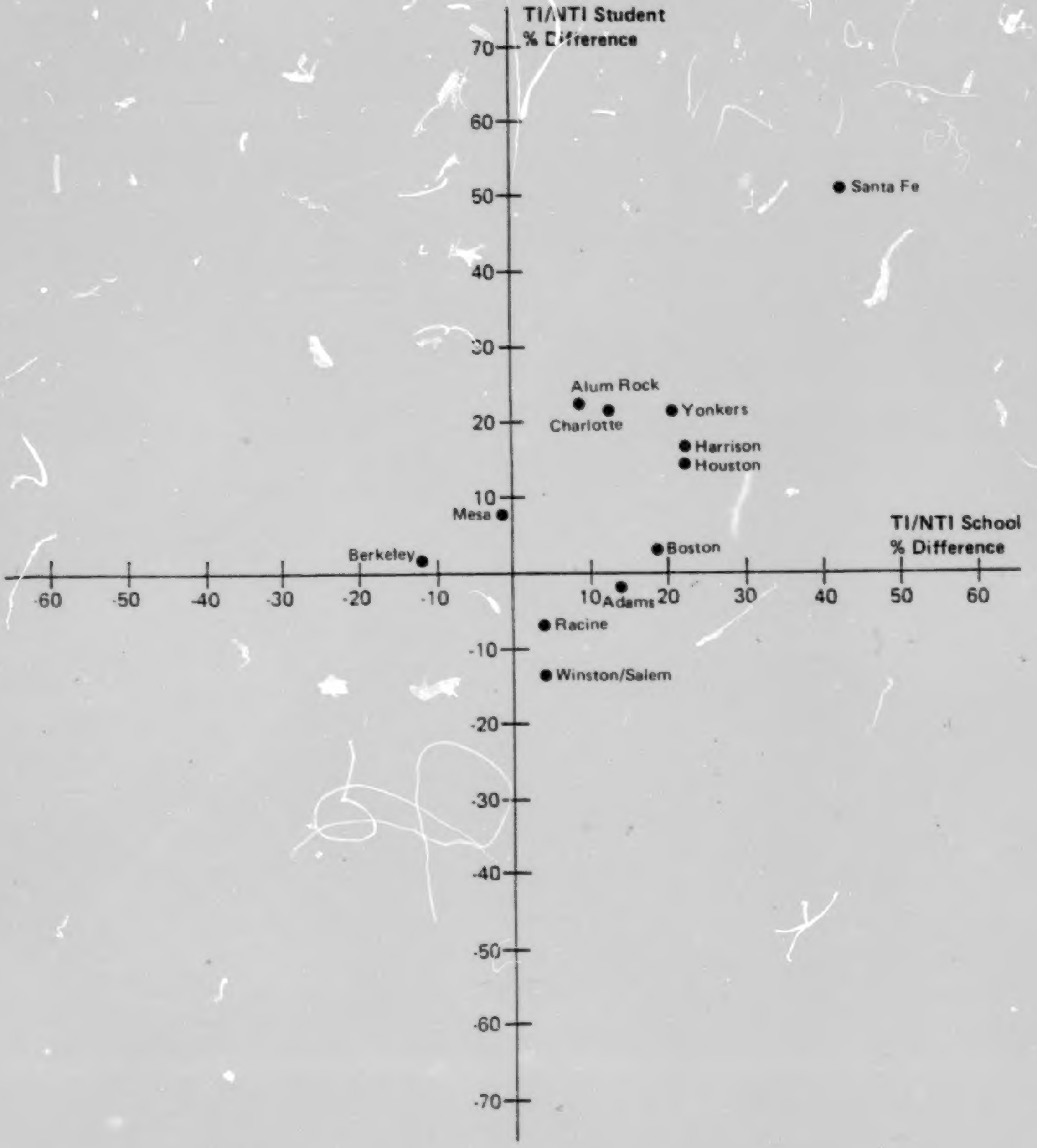


FIGURE A-7

Cross District Summary of Percentage Differences Between TI/NTI Students and Between TI/NTI Schools for Proportion Minority

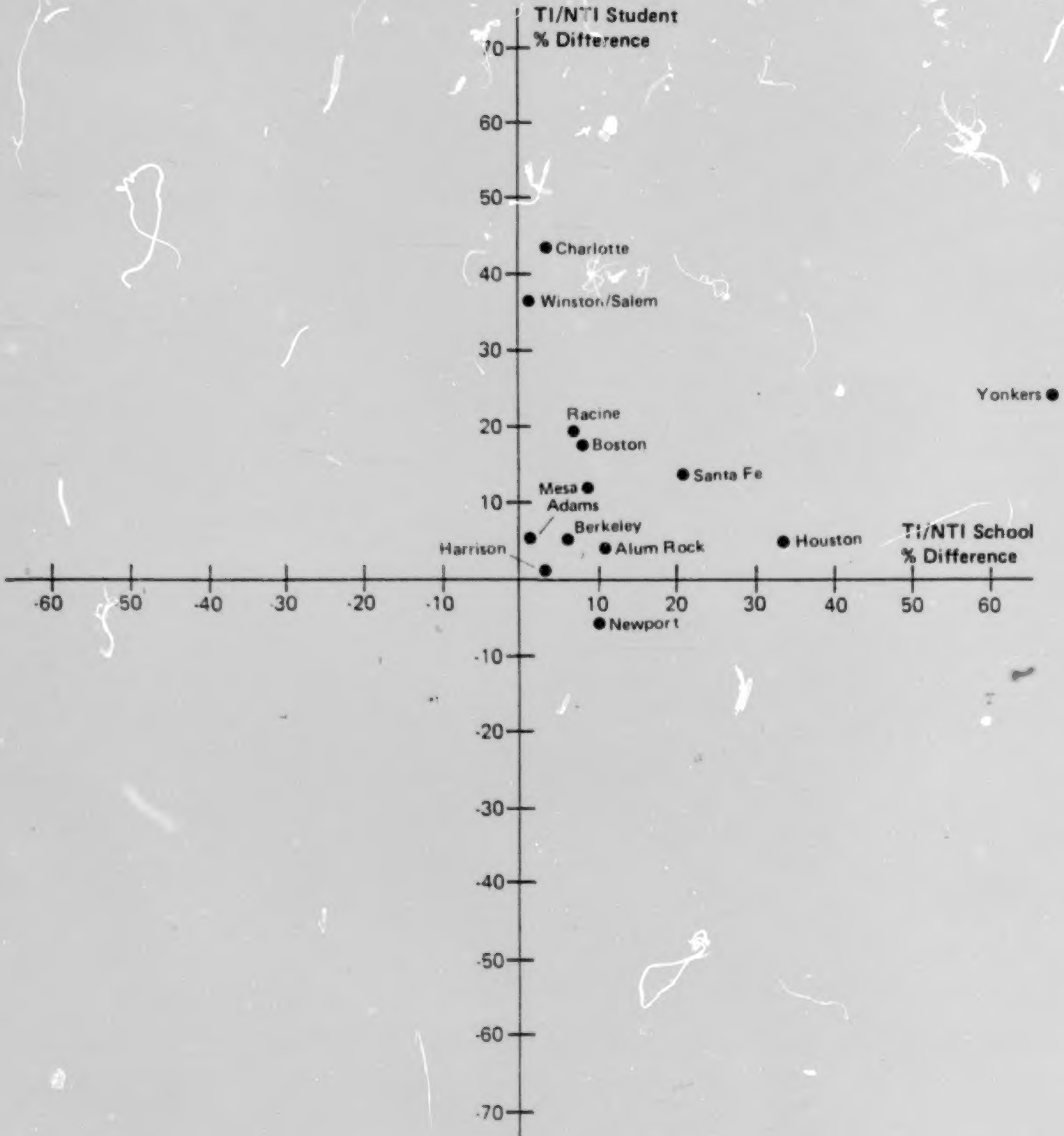


FIGURE A-8

Cross District Summary of Percentage Differences Between TI/NTI Students and Between TI/NTI Schools for Proportion in Other Compensatory Programs

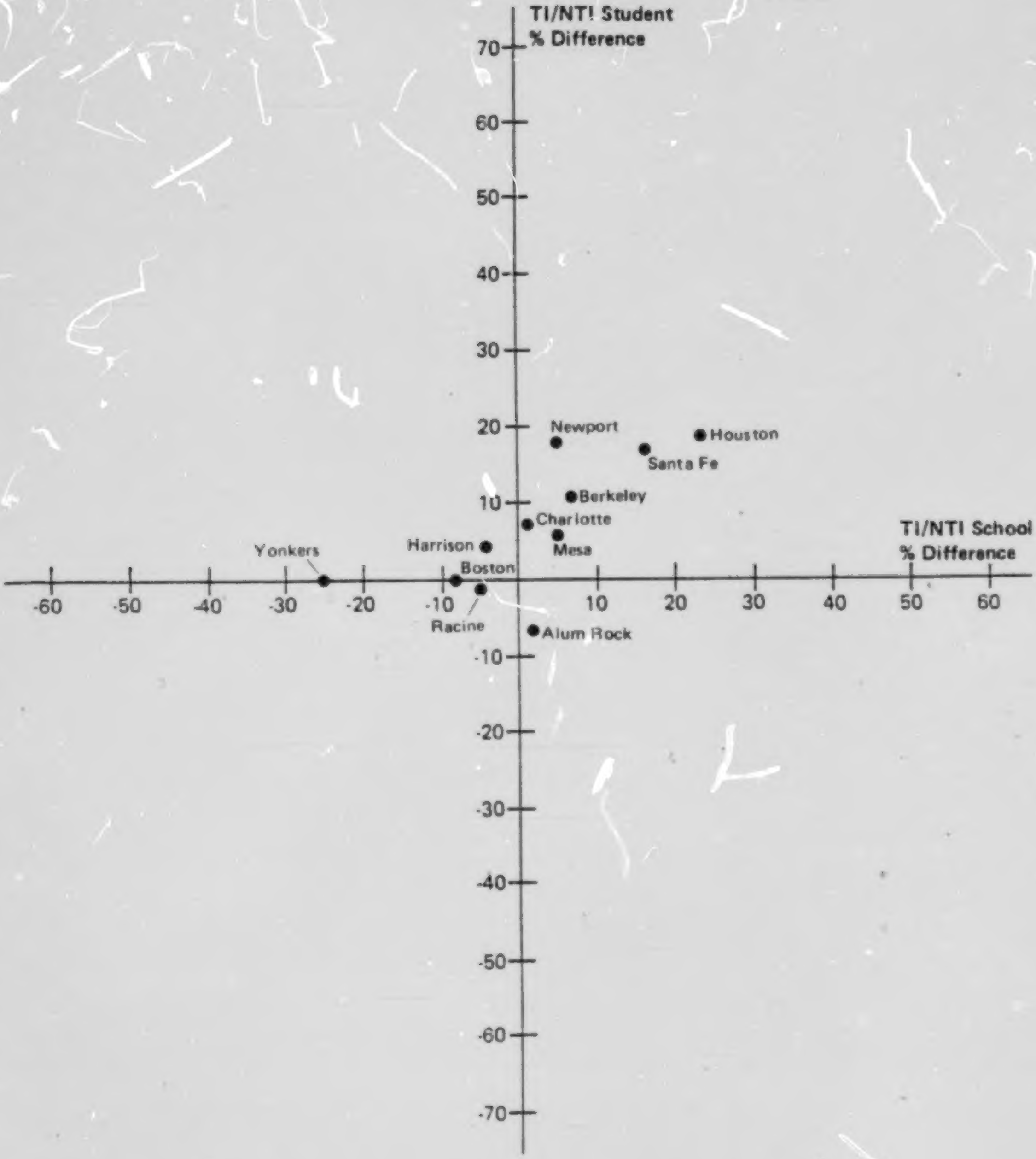


TABLE A-6

SUMMARY OF SCHOOL ELIGIBILITY CRITERIA UTILIZED IN 1975-76 IN DEMONSTRATION SITES

DISTRICT	CRITERIA USED IN THE DETERMINATION OF POVERTY FOR 1975-76 SCHOOL YEAR								COMMENTS
	CENSUS	AFDC	FREE LUNCH	SCHOOL SURVEY	HEALTH DATA	HOUSING DATA	EMPLOYMENT DATA	OTHER	
Adams County #12	x								
Alum Rock	x								
Berkeley County		x							
Boston	x								
Charlotte	x								Updated
Harrison County		x	x						
Houston		x	x						Principals fill out survey form. A student is counted as poor if her/his family receives AFDC, gets Free Lunch, or the head has occupation with an average income indicating the family is poor according to the Orshansky Index.
Mesa	x	x	x						
Newport		x	x						
Racine	x								
Santa Fe			x		x	x	x		
Winston-Salem	x								
Yonkers	x	x							

TABLES A-7 THROUGH A-20

DISTRICT-SPECIFIC COMPARISONS OF STUDENT CHRRACTERISTICS BY STUDENT TYPE AND SCHOOL TYPE, PLUS ACCOMPANYING NARRIATIVE

Introduction

The findings presented below are organized by district or by sets of districts. Sets are composed of districts which have chosen a similar approach to allocation policy under the implementation of waivers and share a common analytic design. Since the analyses for these districts address similar research questions, this method of presentation minimizes redundancy. It also enhances the interpretation of findings across these sites. For each district, or set of districts, there is an introduction to the research design. Following this introduction is a presentation of results for the site(s) involved.

Adams County #12, Harrison County, Newport, Mesa, Racine, and Santa Fe

As a result of the Demonstration, seven sites have chosen to serve low-achieving students, regardless of the school they attend. In effect, these sites have chosen to bypass the issue of school eligibility and to focus only on student-level criteria in the allocation of Title I funds and services.

Six of these sites--Adams County #12, Harrison County, Newport, Mesa, Racine, and Santa Fe--share a common analytic design and are presented here. The seventh--Alum Rock--has a site-specific design and will be discussed below. These six sites have essentially three groups of students for the 1975-76 school year: Title I students in Title I schools, non-Title I students in Title I schools, and non-Title I students in non-Title I schools. Two independent comparisons are possible in this design:

- Title I vs. non-Title I students in Title I schools; and,
- Title I vs. non-Title I schools.

Since these districts have all chosen to ignore school level differences in the allocation of Title I funds and services for 1976-77, the second comparison is of special interest here, as will be seen below. Similarities in student composition across school types might well have motivated this policy option.

Adams County #12. Table A-7 summarizes the results of the student and school comparisons for Adams County #12 for each of the student characteristics variables. With few exceptions, differences between types of students and types of schools are small and positive. Only three comparisons are significant at the .05 level. There is a large difference between Title I and non-Title I students in Title I schools with respect to reading achievement (the Title I group contains 61% more poor readers). Also, students in Title I schools are more apt to be poor readers and free lunch participants than students in non-Title I schools.

For almost all characteristics, there are somewhat greater differences between students than between schools in Adams County #12. For reading achievement, in particular, the difference between students is substantial, when compared with the difference between schools. Thus, one could argue that serving all schools in this site is consistent with the fairly even distribution of students with selected characteristics across school types.

Harrison County. Results for the student and school comparisons of student characteristics in Harrison County are displayed in Table A-8. There are several significant differences between Title I/non-Title I students and Title I/non-Title I schools in this site. Title I students in Title I schools are more apt to be male, to be poor readers, to benefit from free lunch and AFDC, and to participate in other compensatory programs than their non-Title I counterparts. Title I schools have a higher proportion of poor readers than non-Title I schools, and a lower proportion of students participating in other compensatory programs, although these differences

TABLE A-7

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR ADAMS COUNTY #12

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENT[1]	
	TI/NTI STUDENTS	TI/NTI SCHOOLS
1. SEX	.115	-.025
2. RACE/ETHNICITY	.035	.014
3. READING ACHIEVEMENT	.610*	.108*
4. FREE LUNCH PARTICIPATION	.025	.095*
5. PARTICIPATION IN OTHER COMPENSATORY PROGRAMS	--	--
6. AFDC STATUS	.125	.027
7. POVERTY THRESHOLD	-.015	.138
8. OCCUPATIONAL STATUS OF HEAD OF HOUSEHOLD	-3.12	-2.33
9. YEARS OF EDUCATION OF HEAD OF HOUSEHOLD	.410	-1.07

[1] A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, low-achievers, minority, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8-9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

TABLE A-8

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR HARRISON COUNTY

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENT[1]	
	TI/NTI STUDENTS	TI/NTI SCHOOLS
1. SEX	.147*	.011
2. MINORITY STATUS	.012	.030
3. READING ACHIEVEMENT	.568*	.084*
4. FREE LUNCH PARTICIPATION	.288*	.259*
5. PARTICIPATION IN OTHER COMPENSATORY PROGRAMS	.042*	-.035*
6. AFDC STATUS	.111*	.054
7. POVERTY THRESHOLD	.167	.227
8. OCCUPATIONAL STATUS OF HEAD OF HOUSEHOLD	-4.23	-10.93*
9. YEARS OF EDUCATION OF HEAD OF HOUSEHOLD	-1.22	-1.54

[1] A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, low-achievers, minority, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8-9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

are relatively small. There are large and significant differences between Title I and non-Title I schools on both the free lunch and occupational status variables. In both cases, the Title I schools have a higher proportion of poor students.

Mesa. Student characteristic comparisons for Mesa are found in Table A-9. As with Harrison County, there are several significant differences between Title I and non-Title I students in Title I schools. Title I students are more apt to be minority students and poor readers, and slightly more likely to participate in other compensatory programs. Title I schools are also significantly different from non-Title I schools on these variables, although the difference in proportions is small (less than 10%) in each case.

Differences in poverty status exist between both Title I/non-Title I students and Title I/non-Title I schools. In both cases, the Title I group has significantly more students participating in the free lunch program and receiving AFDC payments. There is also a small but significant difference between the two school types in education of head of household, with parents in Title I schools having a slightly lower education level than those in non-Title I schools.

Thus, Mesa is similar in many respects to Harrison County. There are significant differences between Title I/non-Title I schools with respect to poverty, and small differences between these schools in achievement. In both sites there is far greater variation in achievement levels within Title I schools than between Title I and non-Title I schools.

Newport. Table A-10 displays the student characteristics comparisons for Newport.* Newport also has a number of significant student and school type comparisons. The largest

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*Since certain cell sizes for sample students are extremely small in Newport, comparisons for SSRIF and Parent Interview variables are not presented or discussed here.

TABLE A-9

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR MESA

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENT[1]	
	TI/NTI STUDENTS	TI/NTI SCHOOLS
1. SEX	.016	-.016
2. MINORITY STATUS	.120*	.091*
3. READING ACHIEVEMENT	.340*	.058*
4. FREE LUNCH PARTICIPATION	.199*	.138*
5. PARTICIPATION IN OTHER COMPENSATORY PROGRAMS	.056*	.049*
6. AFDC STATUS	.078*	.053*
7. POVERTY THRESHOLD	.076	-.014
8. OCCUPATIONAL STATUS OF HEAD OF HOUSEHOLD	-5.87	-5.14
9. YEARS OF EDUCATION OF HEAD OF HOUSEHOLD	-1.22	-1.61*

[1] A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, low-achievers, minority, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8-9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

TABLE A-10

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR NEWPORT

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENT[1]	
	TI/NTI STUDENTS	TI/NTI SCHOOLS
1. SEX	.175*	-.015
2. MINORITY STATUS	-.056	.099*
3. READING ACHIEVEMENT	.344*	.095*
4. FREE LUNCH PARTICIPATION	.221*	.222*
5. PARTICIPATION IN OTHER COMPENSATORY PROGRAMS	.179*	.047
6. AFDC STATUS	--	--
7. POVERTY THRESHOLD	--	--
8. OCCUPATIONAL STATUS OF HEAD OF HOUSEHOLD	--	--
9. YEARS OF EDUCATION OF HEAD OF HOUSEHOLD	--	--

[1] A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, low-achievers, minority, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8-9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

difference between Title I and non-Title I schools is once again related to poverty. Title I schools have a significantly larger proportion of students (22%) participating in the free lunch program than non-Title I schools. The difference between schools in proportion low achieving is also significant, but smaller (approximately 10%).

Racine. As can be seen in Table A-11, the results for Racine parallel those for several other sites in this set. Title I students differ from non-Title I students on four variables: sex, race/ethnicity, reading achievement, and free lunch participation. Title I schools also differ from non-Title I schools in several respects. The former have slightly higher proportions of minority students and students participating in the free lunch program. They also have parents with lower occupational prestige scores. Participation in other compensatory programs is slightly higher in non-Title I schools, however, suggesting that different programs operate in different schools in this district.

Santa Fe. The results for Santa Fe are presented in Table A-12. Title I students differ significantly from non-Title I students with respect to all student characteristics variables in Santa Fe. Title I schools differ from non-Title I schools with respect to race/ethnicity, achievement, poverty, and participation in other compensatory programs. Once again, the school type differences are most pronounced with respect to poverty measures, less so with respect to achievement.

Berkeley County. Primarily because of funds limitations, Berkeley County has chosen to continue to serve Title I schools on the basis of their poverty status in 1976-77. Had additional funds been available, however, this district would also have chosen the direct allocation approach.* For 1975-76

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*Ames, N., et al. Research on Demonstration Title I Compensatory Education Projects: The Site Descriptions (Vol. I). Cambridge, Mass. Abt Associates Inc., March 11, 1977.

TABLE A-11

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR RACINE

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENT[1]	
	TI/NTI STUDENTS	TI/NTI SCHOOLS
1. SEX	.116*	.001
2. MINORITY STATUS	.194*	.065*
3. READING ACHIEVEMENT	.490*	.006
4. FREE LUNCH PARTICIPATION	.173*	.134*
5. PARTICIPATION IN OTHER COMPENSATORY PROGRAMS	-.014	-.048*
6. AFDC STATUS	.016	.012
7. POVERTY THRESHOLD	-.069	.035
8. OCCUPATIONAL STATUS OF HEAD OF HOUSEHOLD	-1.20	-8.89*
9. YEARS OF EDUCATION OF HEAD OF HOUSEHOLD	-1.10	-.14

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[1] A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, low-achievers, minority, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8-9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

TABLE A-12

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR SANTA FE

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENT[1]	
	TI/NTI STUDENTS	TI/NTI SCHOOLS
1. SEX	.145*	-.033
2. MINORITY STATUS	.135*	.208*
3. READING ACHIEVEMENT	.523*	.103*
4. FREE LUNCH PARTICIPATION	.314*	.326*
5. PARTICIPATION IN OTHER COMPENSATORY PROGRAMS	.165*	.168*
6. AFDC STATUS	.167*	.021
7. POVERTY THRESHOLD	.517*	.439*
8. OCCUPATIONAL STATUS OF HEAD OF HOUSEHOLD	-16.70*	-10.60*
9. YEARS OF EDUCATION OF HEAD OF HOUSEHOLD	-2.47*	-2.63*

[1] A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, low-achievers, minority, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8-9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

the design for this site resembles that for sites which have chosen to serve students in all schools. Essentially there are three cells: Title I students in Title I schools, non-Title I students in Title I schools, and non-Title I students in non-Title I schools.

The results of the basic student/school comparisons in this site are displayed in Table A-13. As can be seen, Title I students in Berkeley are more apt to be male, minority, low achieving, and participating in the free lunch program than non-Title I students in Title I schools. They are also more apt to participate in other compensatory programs. Title I schools are also more apt to have greater proportions of students displaying these characteristics, with the exception of maleness. The school differences are generally small, however, with the largest difference being 14%, for the free lunch variable. It would thus appear that Berkeley's distribution of students across schools is similar to that for the six sites choosing the direct allocation option.

Charlotte and Winston-Salem. Two districts have chosen to use achievement as the sole criterion in the determination of school eligibility: Charlotte and Winston-Salem. For these districts, four school types derive from the logical cross-classification of Title I/non-Title I status for the first two years of the Demonstration. The increased number of school types in these sites means that additional comparisons can be made beyond the basic student and school type comparisons described above. Two additional comparisons are of particular interest.

The first comparison is between the two types of Title I schools: those which will remain Title I during the implementation of the Demonstration and those which will not. The data supplied here may be used to test the assumptions underlying the change in Title I status, i.e., that these schools are similar with respect to poverty (the old school eligibility criterion) and different with respect to achievement (the new eligibility criterion).

TABLE A-13

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR BERKELEY COUNTY

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENT[1]	
	TI/NTI STUDENTS	TI/NTI SCHOOLS
1. SEX	.128*	-.032
2. MINORITY STATUS	.049*	.058*
3. READING ACHIEVEMENT	.500*	.074*
4. FREE LUNCH PARTICIPATION	.209*	.141*
5. PARTICIPATION IN OTHER COMPENSATORY PROGRAMS	.113*	.070*
6. AFDC STATUS	-.028	.061
7. POVERTY THRESHOLD	.025	-.119
8. OCCUPATIONAL STATUS OF HEAD OF HOUSEHOLD	-7.48	5.19
9. YEARS OF EDUCATION OF HEAD OF HOUSEHOLD	-.20	-4.00*

[1] A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, low-achievers, minority, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8-9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

The second comparison is between the two types of non-Title I schools: those which will become Title I during the implementation year and those which will not. Once again, one would expect these schools to differ more with respect to student achievement than poverty characteristics.

Charlotte. The results for Charlotte are displayed in Table A-14. The first two columns repeat the comparisons described for all sites in Chapter 2. The latter two present the results for the special comparisons which will be described here. The third column displays the comparisons between Title I schools which will remain Title I, and those which will lose Title I status in 1976-77. Title I schools which will retain their status generally have more minority, low-achieving, poor students. The differences are small, the largest being 14% for the poverty threshold indicator. What is perhaps most interesting is the fact that differences in achievement between these two groups are of the same order of magnitude as differences in free lunch status. This would appear to contradict the hypothesis that the two groups would differ more on the former than the latter. Charlotte does not use free lunch in determining school eligibility, however, They use a weighted AFDC and census score, where AFDC is weighted more heavily. Note that there is no AFDC difference.

The comparison of non-Title I schools is displayed in the fourth column. Those which will become Title I schools are significantly different from those which will not in their racial/ethnic, achievement, and poverty characteristics, although each of these differences is less than 10%. The proportion of students participating in other compensatory programs is somewhat lower in schools which will gain Title I status under the Demonstration. This suggests that students in these schools, despite their relatively low achievement and poverty status, were less apt to participate in compensatory programs under the old allocation policies in this site.

TABLE A-14

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR CHARLOTTE

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENTS			
	TI vs NTI Student Comparison	TI vs NTI School Comparison	TI/TI vs TI/NTI School Comparison	NTI/TI vs NTI/NTI School Comparison
1. Sex	.082*	.002	.015	.019
2. Race /Ethnicity	.444*	.044*	.072*	.082*
3. Reading Achievement	.657*	.073*	.123*	.064*
4. Free Lunch Participation	.467*	.112*	.133*	.088*
5. Participation in Other Compensatory Programs	.073*	.009	.053*	- .102*
6. AFDC Status	.090*	.035	- .033	.043
7. Poverty Threshold	.233*	.129*	.136*	.078
8. Occupational Status of Head of Household	-10.8 *	-8.0 *	-5.0	-5.6
9. Years of Education of Head of Household	- 1.8 *	- .9 *	-1.2 *	- .6

*A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, minority, low-achievers, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8 and 9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

In summary, the differences in student composition between school types in Charlotte generally appear to confirm the allocation policy decisions made under the Demonstration. Title I schools which will retain Title I status appear to have somewhat more educationally needy students than those which will not. Similarly, non-Title I schools which will gain Title I status appear to have more educationally needy children and to offer less in the way of other compensatory services than those which will not.

Winston-Salem. The site-specific student/school comparisons for Winston-Salem are displayed in the third and fourth columns of Table A-15. Title I schools which will retain their status and non-Title I schools which will gain Title I status are both different from their counterparts. They have greater proportions of minority students, low-achieving students, and students in free lunch programs. These differences are larger than those for the basic Title I versus non-Title I school comparison, which compares the characteristics of schools selected/not selected for Title I under current allocation policy. This suggests that the new eligibility criterion for this site may be more successful in differentiating schools with differing student compositions. The results also point to the utility of going to different schools, if the goal is to serve low-achieving students in schools with concentrations of the same.

Houston and Boston. Houston and Boston share a common approach to allocation policy. Both have chosen to allocate funds to additional schools on the basis of *achievement* in 1976-77, and also to continue to serve schools on the basis of *poverty*. Despite this similarity in approach, however, each district has site-specific issues which emerge from their allocation plans. These are addressed here.

TABLE A-15

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR WINSTON-SALEM

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENTS			
	TI vs NTI Student Comparison	TI vs NTI School Comparison	TI/TI vs TI/NTI School Comparison	NTI/TI vs NTI/NTI School Comparison
1. Sex	.100*	.012	.018	.019
2. Race/Ethnicity	.369*	.014	.125*	.165*
3. Reading Achievement	.638*	.032*	.151*	.118*
4. Free Lunch Participation	.446*	.079*	.211*	.238*
5. Participation in Other Compensatory Programs	--	--	--	--
6. AFDC Status	.098	.025	.042	- .062
7. Poverty Threshold	- .141	.043	- .006	.113
8. Occupational Status of Head of Household	-3.8	-3.0	-6.4	-4.8
9. Years of Education of Head of Household	- .3	- .6	+ .4	-1.1*

*A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, minority, low-achievers, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8 and 9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

Houston. Houston differs from other sites in the Demonstration because of the presence of two unique school types. A number of schools were skipped in the Title I school selection process for 1976-77 in favor of schools with higher achievement levels. In addition to these skipped schools, a number of Title I schools in Houston are being "held harmless" during the course of the Demonstration. These schools did not qualify for Title I under the achievement criterion applied in 1976-77, but did qualify under the poverty criterion used in 1975-76. They will continue to be eligible for Title I.

The analytic issues are, therefore, more complex in Houston than in most of the other sites. In addition to the usual student/school type analyses, other comparisons can also be made. Some of the important questions which can be answered in Houston are:

- Are the "held harmless" schools similar to or different from those qualifying under achievement?
- Are the "skipped" schools similar to other non-Title I schools which will receive Title I services? If not, can the differences be used to explain these schools' omission from the selection process?
- Are the non-Title I schools which will receive or could have received Title I funds different from schools which will never receive funds?

Table A-16 displays the relevant student characteristics comparisons for Houston. As shown in the third column, schools which qualify under achievement criteria are not much different from schools which are "held harmless" on the basis of poverty. As one would expect, they differ most with respect to achievement.

As shown in the fourth column, there are only minor differences in the characteristics of students in the skipped schools and non-Title I schools selected to receive Title I services. This may suggest that these schools which were skipped differed on other unmeasured characteristics of

TABLE A-16

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR HOUSTON

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENTS				
	TI vs NTI Student Comparison	TI vs NTI School Comparison	TI/TI Demonstration vs TI/TI Held Harmless School Comparison	NTI/TI vs Skipped School Comparison	NTI/TI + Skipped vs NTI/NTI School Comparison
1. Sex	.064*	.017	- .021	.004	.005
2. Race /Ethnicity	.054*	.343*	.038*	-.063*	.392*
3. Reading Achievement	.310*	.192*	- .085*	.038	.162*
4. Free Lunch Participation	.059*	.410*	- .035*	.047*	.361*
5. Participation in Other Compensatory Programs	.191*	.241*	- .014	.039*	.031*
6. AFDC Status	.048	.053*	.085	.146*	.015
7. Poverty Threshold	.154	.231*	.024	.094	.281*
8. Occupational Status of Head of Household	-6.0	-13.1 *	1.5	2.8	-7.9 *
9. Years of Education of Head of Household	.7	-2.1 *	1.3	-.03	-1.1 *

*A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, minority, low-achievers, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8 and 9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

students and/or that the decision to skip over these schools was made on other grounds.

As shown in the last column, there are large differences between non-Title I schools which qualified for Title I based on achievement (including skipped schools) and those which did not qualify in proportions of students who are minority group members, poor readers, or free lunch participants. The latter schools have consistently low proportions of students with these characteristics, and it seems unlikely that under either a poverty or an achievement selection criterion these schools would be chosen to receive Title I services.

Boston

Boston has essentially four school types:

1) Schools which qualified for Title I in both years of the Demonstration;
2) Non-Title I schools which qualified for Title I in Year 2 using poverty criteria;
3) Non-Title I schools which qualified for Title I in Year 2 using achievement criteria (Demonstration schools); and
4) Schools which did not qualify for Title I during the first two years of the Demonstration.

In addition to the usual student type/school type contrasts, an additional question is of interest in Boston:

- Are the Demonstration schools which qualified for Title I under achievement different from those which did not qualify under either criterion?

Table A-17 displays the student characteristics comparisons for Boston. The third column displays the comparison between non-Title I schools which qualified for Title I under the Demonstration and those which did not. As expected, Demonstration schools have higher proportions of low achieving and poverty students than non-Title I schools. What is some-

TABLE A-17

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR BOSTON

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENTS		
	TI vs NTI Student Comparison	TI vs NTI School Comparison	NTI/TI Demonstration vs NTI/NTI School Comparison
1. Sex	.067*	.016	- .032
2. Race/Ethnicity	.181*	.075*	.144*
3. Reading Achievement	.466*	.099*	.053*
4. Free Lunch Participation	.094*	.247*	.150*
5. Participation in Other Compensatory Programs	.001	- .079*	- .184*
6. AFDC Status	.066	.045	.024
7. Poverty Threshold	.033	.192*	.121
8. Occupational Status of Head of Household	-2.3	-9.2 *	5.1
9. Years of Education of Head of Household	- .9	-1.0	- .4

*A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, minority, low-achievers, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8 and 9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

what surprising, however, is the fact that the difference in achievement between these school types is less than that for poverty (6% versus 12-15%, respectively). This may be a function of the achievement criterion employed versus the measure utilized here.

Alum Rock. Like several other Demonstration districts, Alum Rock has chosen to serve low-achieving children regardless of schools attended in 1976-77. More importantly, however, the Demonstration in Alum Rock can best be described as two different experiments in terms of student selection. For 1976-77, schools have been randomly assigned to one of two student targeting groups, involving either "concentrated" or "saturated" services. In "concentrated" schools, students will receive differential treatment; in "saturated" schools, all students will be served by Title I.

This means that the comparisons made in Alum Rock are identical in form but not in substance to those made in Winston-Salem and Charlotte. That is, in addition to the Title I/non-Title I student and school comparisons, comparisons between concentrated and saturated schools may be made. These contrasts reflect the following questions for the 1975-76 baseline year:

- Are there differences in student characteristics between saturated and concentrated Title I schools?
- Are there differences in student characteristics between saturated and concentrated non-Title I schools?

Essentially, these questions test the results of the district's random selection process. One would expect to find no differences on these two comparisons.

Table A-18 displays all the student characteristic comparisons for Alum Rock. The additional two relevant school contrasts (in the third and fourth columns) generally support the fact that schools were randomly assigned to saturated/concen-

TABLE A-18

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR ALUM ROCK

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENTS			
	TI vs NTI Student Comparison	TI vs NTI School Comparison	TI School Comparison (Saturated vs Concentrated)	NTI School Comparison (Saturated vs Concentrated)
1. Sex	- .007	.032	- .038	- .041
2. Race/Ethnicity	.042	.111*	.066*	.126*
3. Reading Achievement	- .012	.042*	- .009	- .002
4. Free Lunch Participation	.025*	.186*	- .002	.051*
5. Participation in Other Compensatory Programs	- .070*	.019*	.040*	.055*
6. AFDC Status	.313*	.203*	- .389*	.143
7. Poverty Threshold	.231	.089	- .065	- .156
8. Occupational Status of Head of Household	-3.1	-4.9	1.4	8.4
9. Years of Education of Head of Household	-1.5	- .9	1.8	.7

*A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, minority, low-achievers, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8 and 9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

trated conditions. The poverty indicators, however, do reveal one large significant difference. Title I schools which will be saturated in 1976-77 have a much lower proportion of AFDC students than do Title I schools which will be concentrated.

Yonkers. As is the case for other Demonstration sites, the comparisons made in Yonkers reflect the unique and cross-site policy questions which can be asked given the allocation option chosen by the district.

In Yonkers the eligibility of schools for Title I services in both 1975-76 and 1976-77 was based on poverty criteria. However, certain of the schools eligible for Title I in 1976-77 were designated Demonstration schools. In these schools whole or close to whole classes of students will receive Title I instruction. In the non-Demonstration Title I schools, only a small portion of the school population (i.e., those in greatest academic need) will be served by Title I. In addition to the usual student type and school type comparisons, the following questions will be addressed for this site:

- Are there differences in the characteristics of students in schools which received Title I in 1975-76 and are designated as Demonstration schools for 1976-77 and those of students in schools also served in both years, but not designated as Demonstration schools?
- Are there differences in the characteristics of students in Demonstration schools which did not receive Title I in 1975-76 and those of students in non-Demonstration Title I schools which also did not receive Title I in 1975-76?
- Are there differences in the characteristics of students in newly added Title I schools and those of students in schools which did not qualify for Title I in either 1975-76 or 1976-77?

Table A-19 displays the student characteristic comparisons for Yonkers. With respect to the special contrasts of interest, it appears that Title I schools which will become Demonstration schools in 1976-77 have a slightly less educationally and economically disadvantaged population than do the non-Demonstration Title I schools. (See Column 3). In contrast, non-Title I schools which will become Demonstration schools in 1976-77 are slightly worse off than non-Title I schools which will simply gain Title I status. (See Column 4.) It is difficult to say how these differences will affect the Demonstration per se. They do make comparisons between Demonstration and non-Demonstration schools somewhat problematic, however.

Finally, Column 5 shows the differences between non-Title I schools which gain Title I status in 1976-77 and those which do not. The differences are substantial, especially with respect to poverty, as measured by free lunch. Since all schools were added under poverty criteria, this finding is not surprising.

One conclusion which may be drawn from the findings presented in Tables A-14 through A-19 is that the general hypotheses concerning results of change in allocation policy presented in Chapter 2 should be modified and adjusted due to these more specific school type comparisons. Such analysis would help to prevent overly simple and inaccurate assumptions about the effects of policy on schools and students served.

TABLE A-19

REGRESSION COEFFICIENTS FOR SELECTED STUDENT CHARACTERISTICS COMPARISONS FOR YONKERS

STUDENT CHARACTERISTIC	REGRESSION COEFFICIENTS				
	TI vs NTI Student Comparison	TI vs NTI School Comparison	TI/TI vs TI/TI Demonstration School Comparison	NTI/TI vs NTI/TI Demonstration School Comparison	NTI/TI + NTI/TI Demonstration vs NTI/NTI School Comparison
1. Sex	.120*	- .036	.004	- .043	.169*
2. Race/Ethnicity	.260*	.710*	.166*	.189*	.089*
3. Reading Achievement	.337*	.396*	- .117*	.169*	.105*
4. Free Lunch Participation	.359*	.569*	.004	.457*	.019
5. Participation in Other Compensatory Programs	.001	- .253*	- .202*	- .303*	.035
6. AFDC Status	- .009	.161*	- .182*	.057	.167
7. Poverty Threshold	.219	.310*	- .212	.113	- .167
8. Occupational Status of Head of Household	-23.2	-9.6	9.9	-9.2	-7.0
9. Years of Education of Head of Household	-2.6	-2.5*	- .6	-4.0 *	2.0

*A positive regression coefficient for variables 1-7 indicates that the first of the two groups being compared has a greater proportion of males, minority, low-achievers, or poor students, depending on the characteristic in question. A positive regression coefficient for variables 8 and 9 indicates that the first group has a higher mean on these variables. An asterisk (*) indicates that the regression coefficient is significant at the .05 level.

APPENDIX B

STUDENT EXPERIENCES

APPENDIX B

This appendix contains materials referenced from the Student Experiences chapter. These include:

1) A copy of the Classroom Activities Log (CAL);

2) Table B-1: Definition of instructional experience variables;

3) Tables B-2 through B-14: Means and standard deviations for CAL instructional experiences by student type and school type for each Demonstration district;

4) Tables B-15 through B-27: Regression coefficients for selected instructional experience comparisons for each Demonstration district;

5) A district-by-district written summary of the data presented in Tables B-15 through B-27;

6) Figures B-1 through B-7: Average number of minutes and proportion of the instructional day devoted to various activities; and

7) Figures B-8 through B-17: Cross-district summary of differences between TI/NTI students and between TI/NTI schools for average number of minutes of various types of instructional experiences;

8) Table B-28: Description of items and weights comprising the "Individually Prescribed Activities and Materials Scale" developed from the Program Description Modules; and

9) Tables B-29 through B-33: Comparison of individualization of instruction for regular and compensatory language arts.

CLASSROOM ACTIVITIES LOG (CAL)

FOR USE BY
ABT ASSOCIATES INC.
PERSONNEL ONLY
FORM NO. 32

FORM STATUS
1 ○ 2 ○

SCHOOL TYPE
1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 0 ○

TITLE I STATUS
1 ○ 2 ○

WAVE
1 ○ 2 ○

VALIDATION FORM
Yes ○ No ○

RESPONDENT
[illegible] ○ T[illegible] ○

MONTH DAY

FOR INTRAN USE ONLY

OMB No. 51-R-1185
Approval expires Aug., 1978

CLASSROOM ACTIVITIES LOG

If the name of the student being observed is different from that listed above, please enter the correct name here.

Student Name ______________________________

DIRECTIONS: Your response will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only a black lead pencil (no. 2½ or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Where write-in responses are necessary, please confine your writing to the limits of the areas provided.

1. Date of observation

Month ☐☐ Day ☐☐ 19 ☐☐

2. Day of the week (Mark one circle)

○ Monday ○ Tuesday ○ Wednesday ○ Thursday ○ Friday

Abt Associates Inc.
55 Wheeler Street
Cambridge, Ma. 02138

SECTION I

PART A

SECTION II COMPENSATORY INSTRUCTION / SPECIAL SERVICES REPORT FORM

DIRECTIONS:

If you marked Special Services (Content Area 10) and/or Compensatory Instruction and Services in Section I of the Classroom Activities Log, please complete Section II. (Mark circles on the line associated with the block of time when the instruction and/or service was received.) If no Compensatory Instruction or Special Service was provided, turn to Section III below.

Time of Service		Type of Service						Reason for Service			Regular Instruction Child Would Have Received Had He/She Not Received Compensatory Instruction or Special Services at This Time					
Beginning Time	Ending Time	Compensatory Instruction	Guidance and Counseling (including testing)	Speech Therapy	Social Work	Medical (nurse, dentist, hearing, vision, etc.)	Other (specify in the shaded area directly below the circle marked)	Diagnosis/Testing/Screening	Treatment/Remediation	Other (specify in the shaded area directly below the circle marked)	None	Language Arts	Mathematics	Social Studies	Science	Other (specify in the shaded area directly below the circle marked)
_:_	_:_	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
_:_	_:_	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
_:_	_:_	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
_:_	_:_	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
_:_	_:_	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

SECTION III UNUSUAL OCCURRENCE REPORT FORM

DIRECTIONS:

Does this day represent a marked departure from this student's typical school day? ○ Yes ○ No

If it does represent a marked departure, complete Section III below.

Type of Unusual Occurrence	Length of Unusual Occurrence				Regular Instruction Child Missed Due to Unusual Occurrence					
	1 hour or less	More than 1 hour but less than 2 hours	2–3 hours	More than 3 hours	None	Language Arts	Mathematics	Social Studies	Science	Other
○ District or school-wide testing	○	○	○	○	○	○	○	○	○	○
○ Special activities such as parties, assemblies, etc.	○	○	○	○	○	○	○	○	○	○
○ Change in length of school day	○	○	○	○	○	○	○	○	○	○
○ Other (Specify below): __________ __________	○	○	○	○	○	○	○	○	○	○

CONTENT AREA	1. Language Arts (includi reading, writing, gramm
	2. English as a Second La (ESL)
	3. Mathematics
	4. Social Studies
	5. Science
	6. Fine & Applied Arts; H nomics; Shop; Foreign
	7. Physical Education, Health, Safety
	8. Career Education
	9. Multi-cultural Enrichment
	10. Special Services (If mar code Section II)
	11. Recess, Lunch, Unoccu
	12. Classroom Management
	13. Other (Specify)
COMPENSATORY INSTRUCTI SERVICES (If marked, code Sec	
BILINGUAL INSTRUCTION	
GROUP SIZE	1. Just This Student
	2. Small Group (2–5)
	3. Medium-sized Group (6
	4. More Than 10 Student But Less Than 20 Stud
	5. 20 or More Students
ADULT INVOLVED DIRECTLY IN TEACHING STUDENTS	1. Homeroom Teacher
	2. Another Classroom Tea
	3. Instructional Specialist
	4. Student Teacher
	5. Aide, Assistant, or Adult Tutor (Paid)
	6. Parent/Other Adult (Volunteer)
	7. Other Adult (Specify)
	8. Older Student/Peer Tut
	9. No Adult Involved Dire (Student Working Indep ently Under Adult Sup

PART A

		7:00			8:00						9:00						10:00						11:00						12:00					
		:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00
CONTENT AREA	1. Language Arts (including reading, writing, grammar, etc.)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	2. English as a Second Language (ESL)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	3. Mathematics	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	4. Social Studies	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	5. Science	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	6. Fine & Applied Arts; Home Economics; Shop; Foreign Language	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	7. Physical Education, Health, Safety	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	8. Career Education	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	9. Multi cultural Enrichment	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	10. Special Services (If marked, code Section II)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	11. Recess, Lunch, Unoccupied	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	12. Classroom Management	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	13. Other (Specify)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
COMPENSATORY INSTRUCTION AND SERVICES (If marked, code Section II)		○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
BILINGUAL INSTRUCTION		○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
GROUP SIZE	1. Just This Student	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	2. Small Group (2–5)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	3. Medium-sized Group (6–10)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	4. More Than 10 Students But Less Than 20 Students	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	5. 20 or More Students	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
ADULT INVOLVED DIRECTLY IN TEACHING STUDENTS	1. Homeroom Teacher	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	2. Another Classroom Teacher	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	3. Instructional Specialist	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	4. Student Teacher	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	5. Aide, Assistant, or Adult Tutor (Paid)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	6. Parent/Other Adult (Volunteer)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	7. Other Adult (Specify)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	8. Older Student/Peer Tutor	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	9. No Adult Involved Directly (Student Working Independently Under Adult Supervision)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

PART B

		1:00						2:00						3:00						4:00		
		:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30
CONTENT AREA	1. Language Arts (including reading, writing, grammar, etc.)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	2. English as a Second Language (ESL)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	3. Mathematics	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	4. Social Studies	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	5. Science	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	6. Fine & Applied Arts; Home Economics; Shop; Foreign Language	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	7. Physical Education, Health, Safety	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	8. Career Education	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	9. Multi-cultural Enrichment	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	10. Special Services (If marked, code Section II)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	11. Recess, Lunch, Unoccupied	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	12. Classroom Management	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	13. Other (Specify) ☐	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
COMPENSATORY INSTRUCTION AND SERVICES (If marked, code Section II)		○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
BILINGUAL INSTRUCTION		○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
GROUP SIZE	1. Just This Student	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	2. Small Group (2–5)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	3. Medium-sized Group (6–10)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	4. More Than 10 Students But Less Than 20 Students	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	5. 20 or More Students	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
ADULT INVOLVED DIRECTLY IN TEACHING STUDENTS	1. Homeroom Teacher	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	2. Another Classroom Teacher	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	3. Instructional Specialist	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	4. Student Teacher	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	5. Aide, Assistant, or Adult Tutor (Paid)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	6. Parent/Other Adult (Volunteer)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	7. Other Adult (Specify) ☐	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	8. Older Student/Peer Tutor	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	9. No Adult Involved Directly (Student Working Independently Under Adult Supervision)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Table B-1

Definition of Instructional Experience Variables

Table B-1

Definition of Instructional Experience Variables

INSTRUCTIONAL EXPERIENCE	DEFINITION
Regular Language Arts	Non-compensatory language arts, English as a second language.
Compensatory Language Arts	Compensatory language arts, English as a second language.
Regular Math	Non-compensatory mathematics.
Compensatory Math	Compensatory mathematics.
Other Academic	Science and social studies.
Non-academic	Fine and applied arts, physical education, career education, cultural enrichment.
Special Services	Special services.
Other	Recess, lunch, classroom management, other.
Individual (1)	Individualized instruction.
Small (2-5)	Small group instruction (2-5).
Medium (6-20)	Instruction in medium or moderate-sized classes (6-20).
Large (over 20)	Instruction in large groups (over 20).
Professional	Instruction by homeroom teacher, or another classroom teacher.
Instructional Specialist	Instruction by an instructional specialist.
Prarprofessional	Instruction by a student teacher, paid aide or assistant, parent volunteer, other adult or older student.
No Teacher	No adult directly involved in instruction.

Table B-1

(continued)

INSTRUCTIONAL EXPERIENCE	DEFINITION
Regular Language x Individual	Individualized regular language instruction.
Regular Language x Small	Small group regular language instruction.
Regular Language x Medium	Medium group regular language instruction.
Regular Language x Large	Large group regular language instruction.
Regular Language x Professional	Regular language taught by a professional.
Regular Language x Instruc. Spec.	Regular language taught by an instructional specialist.
Regular Lang. x Paraprofessional	Regular language taught by a paraprofessional.
Regular Lang. x No Teacher	Regular language without direct supervision.
Comp. Lang. x Individual	Individualized compensatory language instruction.
Comp. Lang. x Small	Small group compensatory language instruction.
Comp. Lang. x Medium	Medium group compensatory language instruction.
Comp. Lang. x Large	Large group compensatory language instruction.
Comp. Lang. x Professional	Compensatory language taught by a professional.
Comp. Lang. x Instruc. Spec.	Compensatory language taught by an instructional specialist.
Comp. Lang. x Paraprofessional	Compensatory language taught by a paraprofessional.

Table B-1

(continued)

INSTRUCTIONAL EXPERIENCE	DEFINITION
Comp. Lang. x No Teacher	Compensatory language without direct supervision.
Reg. Math x Individual	Individualized regular math instruction.
Reg. Math x Small	Small group regular math instruction.
Reg. Math x Medium	Medium group regular math instruction.
Reg. Math x Large	Large group regular math instruction.
Reg. Math x Professional	Regular math taught by a professional.
Reg. Math x Instruc. Spec.	Regular math taught by an instructional specialist.
Reg. Math x Paraprofessional	Regular math taught by a paraprofessional.
Reg. Math x No Teacher	Regular math with direct supervision.
Comp. Math x Individual	Individualized compensatory math instruction.
Comp. Math x Small	Small group compensatory math instruction.
Comp. Math x Medium	Medium group compensatory math instruction.
Comp. Math x Large	Large group compensatory math instruction.
Comp. Math x Professional	Compensatory math taught by a professional.
Comp. Math x Instruc. Spec.	Compensatory math taught by an instructional specialist.

Table B-1

(continued)

INSTRUCTIONAL EXPERIENCE	DEFINITION
Comp. Math x Paraprofessional	Compensatory math taught by a paraprofessional.
Comp. Math x No Teacher	Compensatory math without direct supervision.
Reg. Lang. x Individual x Professional	Regular language in an individualized setting taught by a professional.
Reg. Lang.x Individual x Instruc. Spec.	Regular language in an individualized setting taught by an instructional specialist.
Reg. Lang.x Small x Professional	Regular language in a small group taught by a professional.
Reg. Lang.x Small x Instruc. Spec.	Regular language in a small group taught by an instructional specialist.
Comp. Lang. x Individual x Professional	Compensatory language in an individualized setting taught by a professional.
Comp. Lang. x Individual x Instruc. Spec.	Compensatory language in an individualized setting taught by an instructional specialist.
Comp. Lang. x Small x Professional	Compensatory language in a small group taught by a professional.
Comp. Lang. x Small x Instruc. Spec.	Compensatory language in a small group taught by an instructional specialist.
Reg. Math x Individual x Professional	Regular math in an individualized setting taught by a professional.

Table B-1

(concluded)

INSTRUCTIONAL EXPERIENCE	DEFINITION
Reg. Math x Individual x Instruc. Spec.	Regular math in an individualized setting taught by an instructional specialist.
Reg. Math x Small x Professional	Regular math in a small group taught by a professional.
Reg. Math x Small x Instruc. Spec.	Regular math in a small group taught by an instructional specialist.
Comp. Math x Individual x Professional	Compensatory math in an individualized setting taught by a professional.
Comp. Math x Individual x Instruc. Spec.	Compensatory math in an individualized setting taught by an instructional specialist.
Comp. Math x Small x Professional	Compensatory math in a small group taught by a professional.
Comp. Math x Small x Instruc. Spec.	Compensatory math in a small group taught by an instructional specialist.

Tables B-2 through B-14

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Each Demonstration District

Table B-2

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Adams County, Colorado

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NT1	22.3	27.70	11.3	16.50
		T1	32.8	32.20	0.0	0.00
	SMALL (2-5)	NT1	4.2	11.90	12.8	20.40
		T1	10.6	16.70	0.0	0.00
	MEDIUM (6-20)	NT1	33.3	22.30	31.0	27.10
		T1	30.6	19.40	0.0	0.00
	LARGE (OVER 20)	NT1	45.4	28.00	67.4	37.60
		T1	37.2	26.20	0.0	0.00
	PROFESSIONAL	NT1	74.4	39.00	89.1	39.20
		T1	73.9	30.10	0.0	0.00
	INSTRUCTIONAL SPEC.	NT1	1.7	7.20	.6	2.80
		T1	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NT1	11.0	19.90	7.8	18.40
		T1	3.3	8.30	0.0	0.00
	NO TEACHER	NT1	26.3	32.20	28.4	30.20
		T1	35.0	21.40	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NT1	0.0	0.00	.8	6.70
		T1	2.2	4.40	0.0	0.00
	SMALL (2-5)	NT1	0.0	0.00	.8	5.80
		T1	8.9	13.60	0.0	0.00
	MEDIUM (6-20)	NT1	0.0	0.00	0.0	0.00
		T1	13.3	13.90	0.0	0.00
	LARGE (OVER 20)	NT1	.2	1.00	0.0	0.00
		T1	0.0	0.00	0.0	0.00
	PROFESSIONAL	NT1	0.0	0.00	0.0	0.00
		T1	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NT1	0.0	0.00	1.6	8.80
		T1	21.7	12.00	0.0	0.00
	PARAPROFESSIONAL	NT1	7.5	13.40	4.0	9.50
		T1	2.8	5.70	0.0	0.00
	NO TEACHER	NT1	0.0	0.00	0.0	0.00
		T1	1.7	3.50	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-2

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Adams County, Colorado

			School Type			
			TI/TI		NTI/TI	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	15.2	17.10	6.3	10.90
		TI	13.3	17.70	0.0	0.00
	SMALL (2-5)	NTI	2.3	8.10	3.3	8.10
		TI	6.1	13.60	0.0	0.00
	MEDIUM (6-20)	NTI	2.3	4.70	12.9	18.00
		TI	15.0	15.40	0.0	0.00
	LARGE (OVER 20)	NTI	27.7	16.40	30.1	20.30
		TI	16.1	20.70	0.0	0.00
	PROFESSIONAL	NTI	36.0	17.00	38.7	19.80
		TI	33.9	16.90	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	7.5	13.40	4.5	9.90
		TI	4.4	5.80	0.0	0.00
	NO TEACHER	NTI	10.8	12.40	13.3	16.00
		TI	13.9	17.80	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	0.0	0.00	.1	.60
		TI	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	0.0	0.00	.1	1.10
		TI	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	.2	1.70
		TI	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	.2	1.70
		TI	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	7.5	13.40	4.0	9.50
		TI	1.7	5.00	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	.1	.60
		TI	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-2

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Adams County, Colorado

			School Type			
			TI/TI		NTI/TI	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	11.3	22.10	6.3	16.40
		TI	12.2	26.40	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	2.1	5.90	8.8	17.70
		TI	6.7	11.20	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	1.3	6.10	.3	2.20
		TI	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	.8	6.70
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	1.0	6.50
		TI	7.8	13.00	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	7.1	13.70	3.5	10.60
		TI	4.4	13.30	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	2.1	7.20	1.6	6.00
		TI	1.1	3.30	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-2

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Adams County, Colorado

			School Type			
			TI/TI		NTI/TI	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI	107.3	23.30	123.7	33.10
		TI	111.1	29.20	0.0	0.00
	COMP. LANGUAGE	NTI	.2	1.00	1.6	8.80
		TI	24.4	12.10	0.0	0.00
	REGULAR MATH	NTI	47.7	13.40	52.5	18.70
		TI	50.6	8.10	0.0	0.00
	COMP. MATH	NTI	0.0	0.00	.4	3.40
		TI	0.0	0.00	0.0	0.00
	SPECIAL SERVICES	NTI	41.3	19.40	43.7	24.50
		TI	20.0	18.40	0.0	0.00
	OTHER ACADEMIC	NTI	49.2	21.20	52.6	34.90
		TI	50.6	15.30	0.0	0.00
	NON-ACADEMIC	NTI	3.5	8.50	1.5	6.20
		TI	7.8	13.70	0.0	0.00
	OTHER	NTI	119.4	34.70	118.2	33.50
		TI	102.8	21.40	0.0	0.00
GROUP SIZE	INDIVIDUAL (1)	NTI	55.8	58.40	26.8	33.10
		TI	66.1	80.70	0.0	0.00
	SMALL (2-5)	NTI	12.3	19.20	24.3	29.10
		TI	29.4	28.10	0.0	0.00
	MEDIUM (6-20)	NTI	46.3	26.20	53.4	40.40
		TI	69.4	34.90	0.0	0.00
	LARGE (OVER 20)	NTI	232.5	59.10	276.4	63.10
		TI	185.6	60.60	0.0	0.00
TEACHER TYPE	PROFESSIONAL	NTI	232.7	65.10	247.4	74.10
		TI	186.1	65.70	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	20.4	18.00	27.2	18.60
		TI	45.0	20.20	0.0	0.00
	PARAPROFESSIONAL	NTI	53.3	27.80	37.0	30.60
		TI	53.9	28.70	0.0	0.00
	NO TEACHER	NTI	53.1	62.80	74.3	68.30
		TI	73.3	56.60	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-3

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Alum Rock, California

Instructional Experience[1]		Student Type	School Type: NTI/TI CON. Mean	SD	TI/TI Mean	SD	NTI/TI Mean	SD	TI/TI CON. Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI	103.2	25.20	105.4	32.00	147.9	28.70	85.9	28.20
		TI	0.0	0.00	88.5	36.10	0.0	0.00	87.7	32.60
	COMP. LANGUAGE	NTI	9.3	16.40	5.4	10.30	2.5	7.40	22.2	26.60
		TI	0.0	0.00	18.5	28.80	0.0	0.00	19.2	23.30
	REGULAR MATH	NTI	56.4	25.00	43.8	13.00	47.0	15.70	42.2	9.70
		TI	0.0	0.00	44.4	20.20	0.0	0.00	39.6	12.00
	COMP. MATH	NTI	4.3	10.90	0.0	0.00	.3	1.60	3.4	6.80
		TI	0.0	0.00	4.7	13.70	0.0	0.00	3.1	11.10
	SPECIAL SERVICES	NTI	28.6	25.80	25.4	21.40	29.2	21.70	40.6	21.10
		TI	0.0	0.00	17.4	17.20	0.0	0.00	26.5	20.20
	OTHER ACADEMIC	NTI	36.4	22.00	56.7	24.60	47.8	21.60	49.1	22.90
		TI	0.0	0.00	72.6	28.10	0.0	0.00	54.2	28.60
	NON-ACADEMIC	NTI	.4	1.30	0.0	0.00	.2	1.40	.6	2.50
		TI	0.0	0.00	2.4	7.50	0.0	0.00	1.2	4.20
	OTHER	NTI	87.9	20.70	95.0	32.20	88.7	31.70	76.9	14.70
		TI	0.0	0.00	82.9	38.00	0.0	0.00	90.0	20.20
GROUP SIZE	INDIVIDUAL (1)	NTI	17.1	34.00	55.0	61.50	43.5	52.30	36.9	39.40
		TI	0.0	0.00	52.1	42.80	0.0	0.00	65.8	38.70
	SMALL (2-5)	NTI	36.1	58.10	35.0	34.40	25.7	24.60	27.8	46.20
		TI	0.0	0.00	53.5	32.80	0.0	0.00	16.2	20.40
	MEDIUM (6-20)	NTI	76.8	56.10	44.6	47.60	66.5	43.40	85.0	32.10
		TI	0.0	0.00	61.5	37.10	0.0	0.00	35.8	29.90
	LARGE (OVER 20)	NTI	186.4	54.10	195.8	48.50	170.0	59.70	163.4	66.70
		TI	0.0	0.00	150.0	51.20	0.0	0.00	200.4	48.30
TEACHER TYPE	PROFESSIONAL	NTI	192.5	99.50	159.2	52.30	150.1	66.40	137.5	84.10
		TI	0.0	0.00	140.0	53.40	0.0	0.00	176.5	61.00
	INSTRUCTIONAL SPEC.	NTI	8.9	16.20	16.6	20.80	4.9	8.80	10.9	15.80
		TI	0.0	0.00	10.0	14.90	0.0	0.00	8.8	12.40
	PARAPROFESSIONAL	NTI	36.4	33.10	59.2	27.60	61.7	45.10	55.3	47.70
		TI	0.0	0.00	95.3	56.10	0.0	0.00	47.7	35.50
	NO TEACHER	NTI	85.0	69.70	96.7	43.60	92.3	82.70	110.0	65.10
		TI	0.0	0.00	67.6	42.70	0.0	0.00	85.0	47.80

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[1] See Table B-1 for a description of each instructional experience.

Table B-3

Means and Standard Deviations for CAL Instructional
Experiences by Student Type and School Type for
Alum Rock, California

Instructional Experience[1]		Student Type	School Type							
			NTI/TI CON.		TI/TI		NTI/TI		TI/TI	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	6.1	13.30	35.9	39.90	18.1	25.80	8.4	25.90
		TI	0.0	0.00	21.5	25.50	0.0	0.00	28.1	21.90
	SMALL (2-5)	NTI	25.7	43.00	20.0	21.50	13.5	17.40	17.2	20.50
		TI	0.0	0.00	26.8	22.80	0.0	0.00	5.8	10.00
	MEDIUM (6-20)	NTI	41.4	43.20	18.8	21.20	36.6	27.60	47.8	35.20
		TI	0.0	0.00	16.5	19.30	0.0	0.00	14.6	21.50
	LARGE (OVER 20)	NTI	30.0	27.00	33.3	24.20	32.2	23.80	9.7	11.00
		TI	0.0	0.00	22.9	23.00	0.0	0.00	39.2	42.30
	PROFESSIONAL	NTI	69.3	43.10	49.6	29.00	52.7	30.00	45.3	32.40
		TI	0.0	0.00	48.8	40.40	0.0	0.00	53.5	41.80
	INSTRUCTIONAL SPEC.	NTI	1.1	4.00	2.9	8.60	.3	1.60	1.3	5.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	2.7	5.30
	PARAPROFESSIONAL	NTI	8.2	14.90	20.4	23.60	20.3	21.10	12.5	26.00
		TI	0.0	0.00	28.2	27.40	0.0	0.00	10.8	17.50
	NO TEACHER	NTI	26.4	27.40	35.0	32.80	30.0	31.80	25.0	25.10
		TI	0.0	0.00	18.2	19.90	0.0	0.00	20.4	27.60
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	0.0	0.00	0.0	0.00	.4	2.00	5.0	10.20
		TI	0.0	0.00	4.4	12.50	0.0	0.00	12.3	18.70
	SMALL (2-5)	NTI	0.0	0.00	5.4	10.30	1.5	6.10	2.8	7.70
		TI	0.0	0.00	7.4	13.20	0.0	0.00	5.0	13.20
	MEDIUM (6-20)	NTI	9.3	16.40	0.0	0.00	.4	2.00	3.8	7.90
		TI	0.0	0.00	4.8	11.40	0.0	0.00	1.2	4.20
	LARGE (OVER 20)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	10.0	14.10
		TI	0.0	0.00	0.0	0.00	0.0	0.00	.8	2.80
	PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	4.4	12.80
		TI	0.0	0.00	5.3	11.90	0.0	0.00	2.7	6.70
	INSTRUCTIONAL SPEC.	NTI	7.9	16.30	1.7	5.80	2.3	7.40	9.1	14.50
		TI	0.0	0.00	5.3	11.80	0.0	0.00	3.1	6.00
	PARAPROFESSIONAL	NTI	3.2	6.40	8.8	14.20	4.2	9.90	2.5	4.80
		TI	0.0	0.00	18.8	21.80	0.0	0.00	9.6	14.60
	NO TEACHER	NTI	0.0	0.00	0.0	0.00	0.0	0.00	6.3	10.10
		TI	0.0	0.00	.9	2.60	0.0	0.00	6.5	10.70

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[1] See Table B-1 for a description of each instructional experience.

Table B-3

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Alum Rock, California

Instructional Experience[1]		Student Type	School Type							
			NTI/TI CON.		TI/TI		NTI/TI		TI/TI CON.	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	5.7	11.90	18.8	21.20	16.7	20.70	15.3	19.40
		TI	0.0	0.00	15.6	17.00	0.0	0.00	16.2	15.30
	SMALL (2-5)	NTI	7.9	16.70	5.4	9.90	5.1	11.20	1.9	4.40
		TI	0.0	0.00	7.9	14.50	0.0	0.00	3.8	5.50
	MEDIUM (6-20)	NTI	19.6	28.00	14.5	17.80	13.7	17.30	13.8	17.60
		TI	0.0	0.00	15.9	17.30	0.0	0.00	8.5	13.00
	LARGE (OVER 20)	NTI	21.8	32.60	5.0	15.80	10.8	16.00	10.9	17.10
		TI	0.0	0.00	7.5	15.30	0.0	0.00	10.0	14.70
	PROFESSIONAL	NTI	35.4	35.50	25.0	18.10	20.3	17.80	13.1	12.40
		TI	0.0	0.00	23.2	16.70	0.0	0.00	28.5	13.30
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	4.6	6.50	13.8	15.10	11.6	18.60	7.2	10.20
		TI	0.0	0.00	21.5	20.90	0.0	0.00	4.2	6.70
	NO TEACHER	NTI	17.5	19.70	10.0	12.40	18.8	17.80	20.9	16.40
		TI	0.0	0.00	9.4	14.90	0.0	0.00	9.6	13.50
COMP. MATH	INDIVIDUAL (1)	NTI	.4	1.30	0.0	0.00	.3	1.60	.3	1.30
		TI	0.0	0.00	3.8	11.70	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	2.1	8.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	.3	1.20	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	1.8	6.70	0.0	0.00	0.0	0.00	1.3	5.00
		TI	0.0	0.00	.6	2.40	0.0	0.00	3.1	11.10
	LARGE (OVER 20)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	1.9	5.10
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	1.4	5.30	0.0	0.00	0.0	0.00	1.9	5.10
		TI	0.0	0.00	2.1	5.90	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	4.3	8.70	5.0	12.40	4.3	9.60	1.6	5.10
		TI	0.0	0.00	13.2	16.90	0.0	0.00	5.8	12.20
	NO TEACHER	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	1.2	3.50	0.0	0.00	0.0	0.00

[1] See Table B-1 for a description of each instructional experience.

Table B-3

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Alum Rock, California

Instructional Experience[1]		Student Type	NTI/TI CON.		TI/TI		NTI/TI		TI/TI CON.	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NT1	0.0	0.00	14.2	36.30	1.9	6.50	2.5	7.70
		T1	0.0	0.00	7.5	19.50	0.0	0.00	10.0	14.10
	INDIV/INSTRUC. SPEC	NT1	0.0	0.00	0.0	0.00	.4	2.80	0.0	0.00
		T1	0.0	0.00	0.0	0.00	0.0	0.00	.8	2.80
	SMALL/PROFESSIONAL	NT1	3.6	13.50	3.3	7.80	4.8	11.50	7.5	12.90
		T1	0.0	0.00	7.1	11.60	0.0	0.00	4.6	11.30
	SMALL/INSTRUC. SPEC.	NT1	0.0	0.00	2.5	9.70	0.0	0.00	0.0	0.00
		T1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NT1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	1.8	5.30	0.0	0.00	1.5	5.50
	INDIV/INSTRUC. SPEC	NT1	0.0	0.00	0.0	0.00	.4	2.80	1.9	4.00
		T1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NT1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	1.2	4.90	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NT1	0.0	0.00	1.7	5.80	1.6	6.50	1.9	5.40
		T1	0.0	0.00	3.5	10.00	0.0	0.00	1.5	5.50
REGULAR MATH	INDIV/PROFESSIONAL	NT1	0.0	0.00	7.5	15.40	4.2	11.80	0.0	0.00
		T1	0.0	0.00	7.6	17.50	0.0	0.00	7.7	11.70
	INDIV/INSTRUC. SPEC	NT1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NT1	0.0	0.00	3.3	6.50	1.2	4.40	1.3	5.00
		T1	0.0	0.00	3.5	8.60	0.0	0.00	2.3	4.40
	SMALL/INSTRUC. SPEC.	NT1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NT1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	1.2	3.30	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NT1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NT1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	.6	2.40	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NT1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-4

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for

Berkeley, West Virginia

Instructional Experience[1]		Student Type	School Type: TI/TI		School Type: NTI/TI	
			Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	7.6	13.40	4.0	9.20
		TI	5.2	12.00	0.0	0.00
	SMALL (2-5)	NTI	3.0	10.50	2.6	6.80
		TI	3.6	11.20	0.0	0.00
	MEDIUM (6-20)	NTI	12.4	20.60	16.9	19.50
		TI	12.5	20.70	0.0	0.00
	LARGE (OVER 20)	NTI	35.1	31.50	32.2	22.20
		TI	25.0	23.60	0.0	0.00
	PROFESSIONAL	NTI	48.9	26.50	43.4	21.70
		TI	37.0	21.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.9	4.70	3.4	13.00
		TI	1.2	4.20	0.0	0.00
	PARAPROFESSIONAL	NTI	6.2	13.90	9.3	15.00
		TI	9.0	20.70	0.0	0.00
	NO TEACHER	NTI	7.6	13.10	8.4	12.90
		TI	3.2	6.40	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	0.0	0.00	0.0	0.00
		TI	.2	1.00	0.0	0.00
	MEDIUM (6-20)	NTI	.3	2.20	0.0	0.00
		TI	4.0	13.00	0.0	0.00
	LARGE (OVER 20)	NTI	.1	.70	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	.1	.70	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.3	2.20	0.0	0.00
		TI	3.0	8.00	0.0	0.00
	PARAPROFESSIONAL	NTI	6.2	13.90	9.3	15.00
		TI	5.2	16.40	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00
		TI	.5	3.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-4

Means and Standard Deviations for CAI Instructional Experiences by Student Type and School Type for Berkeley, West Virginia

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	4.7	11.60	1.7	6.00
		TI	5.6	12.60	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	.7	3.70
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	4.9	16.20	2.8	14.90
		TI	9.2	17.10	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	1.4	7.40
		TI	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	.4	2.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	.8	4.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.9	6.00	0.0	0.00
		TI	3.2	11.10	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	1.6	5.60	1.0	3.10
		TI	4.4	11.90	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	1.2	5.60
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	3.3	13.10	1.0	4.10
		TI	1.6	8.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	1.2	6.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	.4	2.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-4

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Berkeley, West Virginia

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI TI	140.4 133.8	35.40 37.30	[illegible] 0.0	[illegible] 0.00
	COMP. LANGUAGE	NTI TI	2.1 12.6	7.90 23.50	.3 0.0	1.90 0.00
	REGULAR MATH	NTI TI	57.8 47.4	22.60 17.40	54.9 0.0	18.20 0.00
	COMP. MATH	NTI TI	.4 4.2	2.30 13.00	0.0 0.0	0.00 0.00
	OTHER ACADEMIC	NTI TI	45.4 39.6	28.40 30.40	[illegible] 0.0	27.40 0.00
	SPECIAL SERVICES	NTI TI	38.3 43.2	27.70 36.30	37.4 0.0	35.60 0.00
	OTHER ACADEMIC	NTI TI	5.4 6.8	15.90 14.50	2.9 0.0	11.10 0.00
	NON-ACADEMIC	NTI TI	115.8 112.4	44.10 39.50	129.3 0.0	35.10 0.00
GROUP SIZE	INDIVIDUAL (1)	NTI TI	29.2 33.5	41.20 44.90	28.4 0.0	24.10 0.00
	SMALL (2-5)	NTI TI	11.0 26.8	23.50 38.90	14.1 0.0	22.30 0.00
	MEDIUM (6-20)	NTI TI	65.3 56.6	77.20 56.60	48.5 0.0	45.50 0.00
	LARGE (OVER 20)	NTI TI	290.9 261.0	89.90 68.40	244.1 0.0	42.50 0.00
TEACHER TYPE	PROFESSIONAL	NTI TI	310.2 278.8	78.00 77.20	306.9 0.0	85.10 0.00
	INSTRUCTIONAL SPEC.	NTI TI	25.0 67.6	27.40 32.30	46.7 0.0	43.50 0.00
	PARAPROFESSIONAL	NTI TI	16.4 25.4	34.50 37.40	8.3 0.0	15.00 0.00
	NO TEACHER	NTI TI	45.1 35.4	71.20 55.50	49.1 0.0	50.60 0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-4

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Berkeley, West Virginia

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	12.9	23.80	14.4	24.50
		TI	11.8	22.10	0.0	0.00
	SMALL (2-5)	NTI	4.9	17.10	9.1	20.40
		TI	11.8	21.60	0.0	0.00
	MEDIUM (6-20)	NTI	42.4	49.80	62.4	57.00
		TI	25.6	34.10	0.0	0.00
	LARGE (OVER 20)	NTI	80.4	43.70	58.8	40.30
		TI	77.4	52.40	0.0	0.00
	PROFESSIONAL	NTI	112.3	41.40	115.3	43.10
		TI	108.2	47.20	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.6	3.70	4.3	21.40
		TI	.4	2.00	0.0	0.00
	PARAPROFESSIONAL	NTI	11.8	24.20	9.3	15.00
		TI	13.4	28.30	0.0	0.00
	NO TEACHER	NTI	20.0	31.20	23.1	30.50
		TI	13.4	21.30	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	0.0	0.00	.3	1.90
		TI	.6	2.20	0.0	0.00
	SMALL (2-5)	NTI	.4	3.00	0.0	0.00
		TI	6.2	15.40	0.0	0.00
	MEDIUM (6-20)	NTI	.7	4.50	0.0	0.00
		TI	1.8	6.60	0.0	0.00
	LARGE (OVER 20)	NTI	1.0	6.00	0.0	0.00
		TI	2.8	9.70	0.0	0.00
	PROFESSIONAL	NTI	1.0	6.00	.3	1.90
		TI	3.0	9.10	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	1.1	5.30	0.0	0.00
		TI	8.0	14.90	0.0	0.00
	PARAPROFESSIONAL	NTI	6.2	13.80	[illegible]	15.00
		TI	5.4	15.70	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00
		TI	.6	3.30	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-3

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Boston, Mass.

			1		2		4		9
			School Type						
			TI/TI		NTI/TI nov.		NTI/NTI		NTI/TI ach.
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	4.2	17.10	2.7	9.10	7.6	7.40	0.0	0.00
		TI	3.0	9.74	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	.1	1.00	0.0	0.00
		TI	.2	1.30	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	13.8	21.40	14.0	16.80	3.8	11.30	6.0	13.30
		TI	13.4	18.30	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.4	3.50	3.3	12.70	.7	5.30	0.0	0.00
		TI	1.1	4.90	0.0	0.00	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	1.1	4.30	0.0	0.00
		TI	.2	1.30	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	[illegible]	0.00	0.0	0.00	0.0	0.00
		TI	.2	1.30	[illegible]	[illegible]	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	[illegible]	[illegible]	[illegible]	[illegible]	0.00	0.0	0.00
		TI	.3	2.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	1.3	7.70	2.0	11.00	2.2	12.10	0.0	0.00
		TI	11.0	19.30	0.0	0.00	0.0	0.00	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	2.0	4.10	1.3	3.50	1.1	4.80	.7	3.70
		TI	3.0	8.40	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	2.9	10.20	16.0	19.50	2.1	4.20	3.7	9.60
		TI	1.3	3.90	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00	.6	5.90	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	2.5	9.20	0.0	0.00	0.0	0.00	0.0	0.00

[1] See Table B-1 for a description of each instructional experience.

Table B-5

Means and Standard Deviations for CAI Instructional Experiences by Student Type and School Type for Boston, Mass.

Instructional Experience[1]		Student Type	1		2		4		9	
			School Type							
			TI/TI		NTI/TI pov.		NTI/NTI		NTI/TI ach.	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	5.0	9.20	[illegible]	8.30	4.8	8.40	1.5	3.20
		TI	4.8	9.40	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	5.3	11.00	11.4	26.30	3.6	7.90	4.7	9.50
		TI	2.3	5.00	0.0	0.00	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	22.6	20.00	20.3	20.60	18.0	17.00	13.7	20.60
		TI	21.6	21.30	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	11.3	17.50	[illegible]	15.70	14.4	18.90	31.5	23.60
		TI	10.6	15.40	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	34.5	17.90	37.3	18.60	33.0	17.40	41.7	10.00
		TI	34.2	20.50	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.30	1.7	9.10	.6	5.90	0.0	0.00
		TI	1.1	5.10	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	15.9	22.10	11.9	22.20	9.8	16.20	12.2	13.70
		TI	12.0	21.40	0.0	0.00	0.0	0.00	0.0	0.00
	NO TEACHER	NTI	6.7	12.30	5.3	13.40	6.3	11.60	9.7	10.80
		TI	5.4	9.30	0.0	0.00	0.0	0.00	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	.1	1.20	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	.3	1.80
		TI	2.2	8.30	0.0	0.00	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	1.1	4.50	0.0	0.00	0.0	0.00	0.0	0.00
		TI	1.7	6.70	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	.3	2.40	0.0	0.00	0.0	0.00	.3	1.80
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.5	3.40	0.0	0.00	0.0	0.00	0.0	0.00
		TI	4.1	10.70	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	14.3	19.70	11.6	20.60	9.3	16.10	8.2	11.90
		TI	10.7	17.50	0.0	0.00	0.0	0.00	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-5

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Boston, Mass.

			School Type							
			TI/TI		NTI/TI pov.		NTI/NTI		NTI/TI ach.	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	17.2	23.40	10.2	14.70	7.5	13.70	1.8	3.80
		TI	9.1	15.60	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	15.6	24.40	18.7	25.20	7.1	15.10	8.7	14.50
		TI	15.7	20.40	0.0	0.00	0.0	0.00	0.0	0.00
	MEDIUM (6-25)	NTI	42.0	34.30	58.9	52.60	47.4	38.60	44.5	30.80
		TI	38.4	34.70	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 25)	NTI	25.3	29.90	13.7	34.20	29.5	36.10	43.8	39.30
		TI	24.3	35.60	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	69.8	32.70	71.7	40.80	73.3	36.00	74.2	29.00
		TI	67.9	34.70	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.9	5.10	4.8	18.00	1.6	7.50	1.5	6.00
		TI	3.9	10.60	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	17.2	21.30	15.5	25.10	10.3	16.40	14.8	16.30
		TI	13.3	18.70	0.0	0.00	0.0	0.00	0.0	0.00
	NO TEACHER	NTI	29.6	28.30	19.0	21.40	20.8	24.60	23.8	23.60
		TI	14.3	19.20	0.0	0.00	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	.4	2.70	0.0	0.00	.1	.70	0.0	0.00
		TI	1.7	5.60	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	1.6	8.00	1.8	10.00	1.7	10.80	0.0	0.00
		TI	14.4	20.20	0.0	0.00	0.0	0.00	0.0	0.00
	MEDIUM (6-25)	NTI	.5	3.70	0.0	0.00	.5	3.50	1.8	5.90
		TI	13.4	18.70	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 25)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	.5	3.80	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	.1	.60	0.0	0.00	0.0	.50	.3	1.80
		TI	1.1	4.90	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	2.0	9.10	2.2	11.90	2.4	11.80	.8	4.60
		TI	27.1	22.60	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	14.3	19.70	11.2	20.60	9.3	16.10	8.2	11.90
		TI	12.6	20.10	0.0	0.00	0.0	0.00	0.0	0.00
	NO TEACHER	NTI	.4	2.20	0.0	0.00	0.0	.50	.7	2.50
		TI	.7	3.00	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-5

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Boston, Mass.

			School Type							
			TI/TI		NTI/TI pov.		NTI/NTI		NTI/TI ach.	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD	Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI	107.0	36.10	100.8	42.30	103.7	34.10	110.2	29.30
		TI	92.0	33.40	0.0	0.00	0.0	0.00	0.0	0.00
	COMP. LANGUAGE	NTI	2.5	10.20	2.2	11.90	2.6	12.00	1.0	5.90
		TI	31.3	23.20	0.0	0.00	0.0	0.00	0.0	0.00
	REGULAR MATH	NTI	46.4	15.20	45.3	18.30	47.2	13.30	57.2	11.20
		TI	43.4	18.00	0.0	0.00	0.0	0.00	0.0	0.00
	COMP. MATH	NTI	1.2	5.00	0.0	0.00	0.0	0.00	.3	1.80
		TI	4.4	10.80	0.0	0.00	0.0	0.00	0.0	0.00
	OTHER ACADEMIC	NTI	32.0	22.70	29.7	26.10	35.2	22.60	27.8	26.50
		TI	26.4	18.20	0.0	0.00	0.0	0.00	0.0	0.00
	SPECIAL SERVICES	NTI	43.0	27.20	43.0	27.30	49.5	27.20	41.5	19.40
		TI	36.5	32.30	0.0	0.00	0.0	0.00	0.0	0.00
	OTHER ACADEMIC	NTI	1.7	7.00	3.0	12.10	.1	1.00	.7	3.70
		TI	3.9	10.10	0.0	0.00	0.0	0.00	0.0	0.00
	NON-ACADEMIC	NTI	108.7	32.10	97.8	35.70	100.2	24.50	108.7	25.00
		TI	101.7	31.80	0.0	0.00	0.0	0.00	0.0	0.00
GROUP SIZE	INDIVIDUAL (1)	NTI	28.9	36.70	21.2	27.80	18.0	26.50	6.3	9.30
		TI	18.7	29.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	30.3	33.50	48.2	52.60	17.7	25.40	16.0	24.80
		TI	40.3	31.10	0.0	0.00	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	113.3	86.70	163.5	94.30	122.9	42.50	90.5	46.70
		TI	123.2	93.30	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	154.3	92.30	68.0	48.20	136.5	49.80	205.7	45.90
		TI	135.9	88.30	0.0	0.00	0.0	0.00	0.0	0.00
TEACHER TYPE	PROFESSIONAL	NTI	204.6	61.20	192.8	73.80	212.0	70.00	220.2	50.60
		TI	189.1	57.90	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	18.7	24.30	23.8	35.80	10.7	20.00	13.2	19.30
		TI	54.8	36.40	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	47.7	28.10	46.2	62.00	47.5	22.30	63.3	31.70
		TI	45.9	26.60	0.0	0.00	0.0	0.00	0.0	0.00
	NO TEACHER	NTI	61.4	52.90	46.5	47.40	45.4	46.00	48.0	41.70
		TI	37.4	45.20	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-6

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Charlotte, North Carolina

Instructional Experience[1]		Student Type	TI/TI Mean	TI/TI SD	NTI/TI Mean	NTI/TI SD	TI/NTI Mean	TI/NTI SD	NTI/NTI Mean	NTI/NTI SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	7.7	20.70	5.4	13.70	1.6	8.20	4.2	10.90
		TI	3.8	10.60	0.0	0.00	4.9	11.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	.2	2.20	.5	3.20	.6	3.60
		TI	0.0	0.00	0.0	0.00	1.8	7.90	0.0	0.00
	SMALL/PROFESSIONAL	NTI	5.7	13.00	5.8	15.90	1.0	5.00	4.5	13.40
		TI	11.4	25.40	0.0	0.00	9.7	20.30	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	.6	4.10	1.8	8.50	.3	2.50
		TI	.7	4.50	0.0	0.00	2.3	10.10	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	.1	1.10	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	.1	1.10	.4	4.50	0.0	0.00	0.0	0.00
		TI	1.9	5.60	0.0	0.00	2.3	9.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.8	4.30	.1	1.50	2.3	10.10	.2	1.30
		TI	12.2	17.70	0.0	0.00	10.3	17.50	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	1.5	4.90	3.5	9.40	.3	1.60	2.6	7.50
		TI	1.3	5.00	0.0	0.00	2.1	6.10	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	3.2	10.80	3.0	9.80	0.0	0.00	1.9	7.60
		TI	4.3	10.90	0.0	0.00	4.9	13.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	.1	1.50	0.0	0.00	0.0	0.00
		TI	.2	2.20	0.0	0.00	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	1.5	7.30	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	.2	1.30
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	.1	.70	.8	4.80	0.0	0.00
		TI	2.8	9.30	0.0	0.00	1.5	6.70	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-6

Means and Standard Deviations for IAL Instructional Experiences by Student Type and School Type for Charlotte, North Carolina

Instructional Experience[1]		Student Type	School Type							
			TI/TI		NTI/TI		TI/NTI		NTI/NTI	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI	111.6	36.30	106.4	31.90	118.3	26.50	112.5	36.30
		TI	97.1	34.00	0.0	0.00	101.3	27.10	0.0	0.00
	COMP. LANGUAGE	NTI	1.8	6.50	1.0	5.40	2.6	7.00	.4	2.60
		TI	25.0	18.50	0.0	0.00	31.3	14.90	0.0	0.00
	REGULAR MATH	NTI	47.4	15.40	47.5	14.80	48.7	12.10	48.3	12.30
		TI	44.5	15.30	0.0	0.00	43.5	11.20	0.0	0.00
	COMP. MATH	NTI	1.1	6.30	.2	2.10	.9	5.60	.1	.60
		TI	10.0	15.30	0.0	0.00	4.5	13.70	0.0	0.00
	SPECIAL SERVICES	NTI	44.8	26.70	46.5	23.50	50.3	22.90	51.7	21.70
		TI	37.6	23.20	0.0	0.00	42.6	21.40	0.0	0.00
	OTHER ACADEMIC	NTI	56.1	25.20	58.9	29.20	54.2	25.10	56.5	28.50
		TI	49.2	23.20	0.0	0.00	50.6	29.40	0.0	0.00
	NON-ACADEMIC	NTI	1.5	6.20	2.5	8.50	4.4	9.70	.5	2.80
		TI	3.9	9.70	0.0	0.00	2.4	6.20	0.0	0.00
	OTHER	NTI	89.7	32.70	99.6	35.10	79.6	27.70	90.1	36.20
		TI	87.7	33.50	0.0	0.00	79.9	25.10	0.0	0.00
GROUP SIZE	INDIVIDUAL (1)	NTI	33.9	45.70	45.1	49.00	23.2	28.20	31.5	39.70
		TI	32.4	37.90	0.0	0.00	28.8	36.90	0.0	0.00
	SMALL (2-5)	NTI	20.2	26.50	20.3	31.40	13.1	16.80	11.7	22.00
		TI	46.9	44.40	0.0	0.00	44.2	34.70	0.0	0.00
	MEDIUM (6-20)	NTI	78.0	57.70	57.0	53.30	87.9	48.90	80.6	53.40
		TI	78.7	59.20	0.0	0.00	88.1	54.90	0.0	0.00
	LARGE (OVER 20)	NTI	215.7	71.30	230.6	80.00	227.3	63.30	229.4	73.10
		TI	182.2	67.60	0.0	0.00	186.2	54.90	0.0	0.00
TEACHER TYPE	PROFESSIONAL	NTI	257.6	76.90	252.5	73.40	246.2	58.80	255.5	62.90
		TI	231.6	71.30	0.0	0.00	218.7	49.50	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	24.8	23.90	25.8	24.90	33.5	21.30	22.9	22.50
		TI	53.7	28.50	0.0	0.00	58.6	30.20	0.0	0.00
	PARAPROFESSIONAL	NTI	7.4	22.20	12.3	21.50	6.4	23.10	12.6	18.50
		TI	12.3	20.60	0.0	0.00	25.9	32.10	0.0	0.00
	NO TEACHER	NTI	59.9	67.80	64.8	64.00	66.8	51.30	63.4	64.00
		TI	49.4	55.10	0.0	0.00	47.9	41.20	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-6

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Charlotte, North Carolina

			School Type							
			1		2		3		4	
			TI/TI		NTI/TI		TI/NTI		NTI/NTI	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NT1	17.1	25.40	20.9	26.80	13.1	29.20	17.4	29.30
		T1	14.0	19.90	0.0	0.00	16.3	21.90	0.0	0.00
	SMALL (2-5)	NT1	8.4	15.10	8.1	16.60	3.6	6.80	5.6	16.20
		T1	13.5	20.30	0.0	0.00	19.0	29.60	0.0	0.00
	MEDIUM (6-20)	NT1	39.4	36.80	29.9	30.50	40.7	34.50	47.7	34.50
		T1	35.3	31.10	0.0	0.00	38.2	31.70	0.0	0.00
	LARGE (OVER 20)	NT1	45.9	42.70	45.9	39.60	50.3	30.80	40.2	35.00
		T1	31.7	27.10	0.0	0.00	24.6	24.30	0.0	0.00
	PROFESSIONAL	NT1	83.4	39.30	73.9	32.80	77.4	24.20	74.4	37.20
		T1	71.9	32.40	0.0	0.00	57.6	30.40	0.0	0.00
	INSTRUCTIONAL SPEC.	NT1	3.5	10.10	4.4	10.40	9.2	13.60	3.1	7.20
		T1	3.8	7.90	0.0	0.00	7.8	14.20	0.0	0.00
	PARAPROFESSIONAL	NT1	5.3	16.10	7.7	16.40	3.1	7.70	10.9	16.60
		T1	5.4	10.50	0.0	0.00	15.0	22.60	0.0	0.00
	NO TEACHER	NT1	21.5	29.40	23.9	29.90	28.6	25.70	27.4	30.20
		T1	16.3	23.10	0.0	0.00	21.2	20.00	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NT1	.1	1.10	.2	2.50	0.0	0.00	0.0	0.00
		T1	3.8	8.70	0.0	0.00	3.6	9.50	0.0	0.00
	SMALL (2-5)	NT1	.9	4.10	.2	1.60	2.2	6.70	.1	.60
		T1	13.3	17.10	0.0	0.00	15.3	16.50	0.0	0.00
	MEDIUM (6-20)	NT1	.6	3.40	.5	3.80	.4	2.40	.3	2.50
		T1	7.8	14.50	0.0	0.00	12.4	17.50	0.0	0.00
	LARGE (OVER 20)	NT1	.1	1.10	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NT1	.2	1.20	0.0	0.00	0.0	0.00	0.0	0.00
		T1	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NT1	1.5	5.60	.9	5.10	2.6	7.00	.1	.60
		T1	22.4	18.30	0.0	0.00	24.4	15.60	0.0	0.00
	PARAPROFESSIONAL	NT1	4.2	11.50	6.0	14.30	1.8	5.60	9.7	16.00
		T1	5.5	12.00	0.0	0.00	13.3	19.10	0.0	0.00
	NO TEACHER	NT1	0.0	0.00	0.0	0.00	0.0	0.00	.3	2.50
		T1	.8	3.70	0.0	0.00	.8	3.40	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-6

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Charlotte, North Carolina

Instructional Experience[1]		Student Type	1		2		3		4	
			School Type							
			TI/TI		NTI/TI		TI/NTI		NTI/NTI	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	6.2	11.10	7.6	12.90	3.8	7.20	6.5	11.80
		TI	4.7	8.90	0.0	0.00	4.6	9.20	0.0	0.00
	SMALL (2-5)	NTI	5.4	12.20	3.5	9.60	.9	3.60	2.3	7.40
		TI	5.9	12.00	0.0	0.00	4.4	11.70	0.0	0.00
	MEDIUM (6-21)	NTI	20.2	21.30	11.8	17.50	19.1	19.10	14.5	16.50
		TI	16.3	18.90	0.0	0.00	15.3	15.20	0.0	0.00
	LARGE (OVER 21)	NTI	14.6	18.60	21.8	22.60	24.7	21.10	24.0	19.20
		TI	15.2	18.60	0.0	0.00	17.3	18.90	0.0	0.00
	PROFESSIONAL	NTI	33.5	18.70	37.4	18.10	35.8	13.90	37.5	14.90
		TI	32.9	18.90	0.0	0.00	33.7	15.60	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	1.0	4.50	.6	4.50	0.0	0.00	.2	1.40
		TI	1.1	4.50	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	4.4	12.80	6.4	14.50	3.5	10.80	10.0	15.90
		TI	5.9	11.00	0.0	0.00	9.1	16.10	0.0	0.00
	NO TEACHER	NTI	11.4	16.10	8.5	13.20	11.0	11.70	8.9	13.90
		TI	7.1	11.30	0.0	0.00	9.0	11.20	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	.3	3.20	0.0	.40	0.0	0.00	0.0	0.00
		TI	1.5	5.50	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	.2	1.50	.2	2.00	.4	2.40	.1	.60
		TI	4.9	10.60	0.0	0.00	1.5	5.80	0.0	0.00
	MEDIUM (6-21)	NTI	.3	2.70	0.0	0.00	.5	3.20	0.0	0.00
		TI	3.4	8.60	0.0	0.00	5.0	12.60	0.0	0.00
	LARGE (OVER 21)	NTI	.1	1.10	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	.1	1.10	0.0	0.00	0.0	0.00	.1	.60
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.8	5.50	.2	2.10	.9	5.60	0.0	0.00
		TI	8.3	14.00	0.0	0.00	4.9	11.40	0.0	0.00
	PARAPROFESSIONAL	NTI	4.3	11.50	6.0	14.30	1.8	5.60	9.7	16.00
		TI	5.2	10.80	0.0	0.00	9.7	16.80	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	.3	1.80	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-7

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Harrison County, West Virginia

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	2.9	9.10	1.7	8.00
		TI	2.4	7.40	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	.4	3.00	10.2	29.70
		TI	7.6	17.40	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	.2	1.50	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.7	4.50	0.0	0.00
		TI	5.4	12.90	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	.9	4.20	1.2	5.10
		TI	1.1	3.80	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	.7	4.40	0.0	0.00
	SMALL/PROFESSIONAL	NTI	1.1	5.30	.7	3.50
		TI	.4	2.10	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

[1] See Table B-1 for a description of each instructional experience.

Table B-7

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Harrison County, West Virginia

Instructional Experience[1]		Student Type	School Type[2]			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	15.2	23.70	7.0	16.60
		TI	8.6	12.80	0.0	0.00
	SMALL (2-5)	NTI	2.9	7.60	11.5	29.20
		TI	3.6	13.00	0.0	0.00
	MEDIUM (6-20)	NTI	42.6	44.20	27.7	35.80
		TI	43.2	39.10	0.0	0.00
	LARGE (OVER 20)	NTI	78.0	48.50	64.4	41.90
		TI	60.2	41.70	0.0	0.00
	PROFESSIONAL	NTI	102.2	43.70	98.9	33.20
		TI	96.0	42.50	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.6	3.70	.4	2.30
		TI	1.8	5.20	0.0	0.00
	PARAPROFESSIONAL	NTI	8.1	14.90	5.9	13.30
		TI	9.7	15.90	0.0	0.00
	NO TEACHER	NTI	32.3	31.90	14.1	21.90
		TI	19.7	24.90	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	0.0	0.00	0.0	0.00
		TI	.4	1.80	0.0	0.00
	SMALL (2-5)	NTI	1.2	5.30	0.0	0.00
		TI	7.1	12.50	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	.7	4.70
		TI	12.6	15.30	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	0.0	0.00
		TI	.1	.70	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	.5	3.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	1.2	5.80	0.0	0.00
		TI	19.3	14.80	0.0	0.00
	PARAPROFESSIONAL	NTI	5.7	16.20	6.6	13.80
		TI	8.0	15.40	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00
		TI	.3	1.60	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-7

Means and Standard Deviations for DAL Instructional Experiences by Student Type and School Type for Harrison County, West Virginia

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	5.2	9.90	2.5	7.70
		TI	5.7	10.10	0.0	0.00
	SMALL (2-5)	NTI	2.1	5.50	1.2	3.30
		TI	2.6	6.00	0.0	0.00
	MEDIUM (6-20)	NTI	10.8	15.90	10.2	16.40
		TI	11.7	19.30	0.0	0.00
	LARGE (OVER 20)	NTI	30.4	21.30	35.5	22.10
		TI	27.9	24.30	0.0	0.00
	PROFESSIONAL	NTI	36.0	14.90	41.5	18.10
		TI	35.5	18.40	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	.5	2.60	0.0	0.00
	PARAPROFESSIONAL	NTI	7.0	16.40	7.8	14.50
		TI	9.5	17.50	0.0	0.00
	NO TEACHER	NTI	11.0	14.50	7.1	18.70
		TI	9.3	14.90	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	0.0	0.00	.1	.80
		TI	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	0.0	0.00	.2	1.60
		TI	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	0.0	0.00
		TI	.3	2.20	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	[illegible]	[illegible]
		TI	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	.5	3.10
		TI	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	.3	2.20	0.0	0.00
	PARAPROFESSIONAL	NTI	5.7	14.20	5.9	13.30
		TI	8.0	15.40	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

90

Table B-7

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Harrison County, West Virginia

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI	148.9	27.90	115.1	26.10
		TI	120.3	35.80	0.0	0.00
	COMP. LANGUAGE	NTI	1.2	5.80	.7	4.70
		TI	20.7	15.10	0.0	0.00
	REGULAR MATH	NTI	46.3	15.10	51.6	16.30
		TI	46.2	18.10	0.0	0.00
	COMP. MATH	NTI	0.0	0.00	.5	3.10
		TI	.3	2.20	0.0	0.00
	SPECIAL SERVICES	NTI	41.6	19.90	48.4	22.50
		TI	36.4	20.20	0.0	0.00
	OTHER ACADEMIC	NTI	49.0	23.30	67.1	24.90
		TI	47.0	24.60	0.0	0.00
	NON-ACADEMIC	NTI	.7	3.30	2.2	5.80
		TI	2.2	6.30	0.0	0.00
	OTHER	NTI	118.6	39.50	114.7	24.90
		TI	117.8	38.40	0.0	0.00
GROUP SIZE	INDIVIDUAL (1)	NTI	28.3	41.90	15.1	23.10
		TI	24.8	36.00	0.0	0.00
	SMALL (2-5)	NTI	6.8	16.50	22.1	31.30
		TI	23.5	28.10	0.0	0.00
	MEDIUM (6-25)	NTI	75.4	80.80	62.3	69.20
		TI	90.9	84.50	0.0	0.00
	LARGE (OVER 25)	NTI	265.1	98.40	296.8	40.50
		TI	249.2	99.60	0.0	0.00
TEACHER TYPE	PROFESSIONAL	NTI	308.1	80.50	323.3	84.40
		TI	288.5	85.10	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	4.8	10.00	4.1	8.60
		TI	29.3	20.00	0.0	0.00
	PARAPROFESSIONAL	NTI	17.6	38.70	20.0	24.30
		TI	16.5	29.90	0.0	0.00
	NO TEACHER	NTI	67.3	74.80	52.6	69.60
		TI	55.2	65.00	0.0	0.00

[1] See Table B-1 for a description of each instructional experience.

Table B-8

Means and Standard Deviations for CAI Instructional Experiences by Student Type and School Type for Houston, Texas

Instructional Experience[1]		Student Type	School Type							
			TI/TI		NTI/TI		NTI/NTI		NTI/NTI Skipped	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI	141.4	31.90	147.7	29.80	145.3	41.00	147.3	29.70
		TI	128.2	34.00	0.0	0.00	0.0	0.00	195.0	7.10
	COMP. LANGUAGE	NTI	4.1	14.60	5.6	18.40	2.5	10.90	.5	4.20
		TI	20.8	24.30	0.0	0.00	0.0	0.00	35.0	7.10
	REGULAR MATH	NTI	58.2	18.10	54.6	12.00	55.7	13.90	54.1	13.40
		TI	51.3	16.80	0.0	0.00	0.0	0.00	25.0	0.00
	COMP. MATH	NTI	1.3	5.90	1.7	7.40	.5	3.60	.2	1.50
		TI	4.1	12.20	0.0	0.00	0.0	0.00	17.8	3.50
	SPECIAL SERVICES	NTI	57.1	25.80	63.8	28.00	61.5	23.20	62.3	24.00
		TI	58.6	27.70	0.0	0.00	0.0	0.00	12.5	3.50
	OTHER ACADEMIC	NTI	53.6	26.80	46.9	29.00	59.1	26.60	54.3	20.20
		TI	53.8	28.80	0.0	0.00	0.0	0.00	57.8	3.50
	NON-ACADEMIC	NTI	2.1	7.50	1.3	5.90	2.1	9.60	1.4	8.00
		TI	4.7	11.70	0.0	0.00	0.0	0.00	0.0	0.00
	OTHER	NTI	76.4	39.20	72.9	47.20	66.5	28.60	68.1	36.70
		TI	65.4	28.40	0.0	0.00	0.0	0.00	57.8	10.60
GROUP SIZE	INDIVIDUAL (1)	NTI	26.3	42.70	20.6	39.60	23.7	37.00	20.9	33.40
		TI	17.9	30.90	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	23.7	40.10	14.7	28.50	16.4	27.20	13.5	20.50
		TI	14.9	28.70	0.0	0.00	0.0	0.00	167.8	14.60
	MEDIUM (6-20)	NTI	94.1	77.60	76.4	53.30	83.3	69.30	89.0	59.00
		TI	105.5	48.30	0.0	0.00	0.0	0.00	15.0	21.20
	LARGE (OVER 20)	NTI	234.3	86.50	273.0	75.20	255.8	77.90	254.8	68.50
		TI	234.3	74.30	0.0	0.00	0.0	0.00	217.8	14.60
TEACHER TYPE	PROFESSIONAL	NTI	285.4	78.90	301.2	80.30	281.4	73.90	289.6	71.50
		TI	266.0	48.00	0.0	0.00	0.0	0.00	262.5	31.80
	INSTRUCTIONAL SPEC.	NTI	21.0	24.50	17.7	25.70	25.4	30.80	12.0	20.10
		TI	52.9	37.60	0.0	0.00	0.0	0.00	82.5	3.50
	PARAPROFESSIONAL	NTI	23.2	28.20	18.1	32.40	25.0	21.30	24.0	25.40
		TI	24.2	30.30	0.0	0.00	0.0	0.00	45.0	21.20
	NO TEACHER	NTI	56.6	55.20	56.5	66.40	55.8	63.00	55.7	61.70
		TI	35.1	47.80	0.0	0.00	0.0	0.00	10.0	14.10

[1] See Table B-1 for a description of each instructional experience.

Table B-8

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Houston, Texas

			School Type							
			TI/TI		NTI/TI		NTI/NTI		NTI/TI Skipped	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	8.5	19.80	7.2	13.70	10.6	16.70	9.0	19.90
		TI	7.5	17.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	16.4	23.10	4.7	14.90	7.5	18.20	5.2	14.00
		TI	7.7	16.60	0.0	0.00	0.0	0.00	115.0	7.10
	MEDIUM (6-20)	NTI	49.5	44.20	56.0	35.60	53.1	39.60	62.0	32.90
		TI	47.3	36.30	0.0	0.00	0.0	0.00	15.0	21.20
	LARGE (OVER 20)	NTI	69.4	47.60	77.1	41.00	70.3	41.70	68.7	37.20
		TI	62.7	41.80	0.0	0.00	0.0	0.00	65.0	21.20
	PROFESSIONAL	NTI	114.1	41.60	119.0	35.20	112.4	39.40	116.0	36.90
		TI	109.0	38.30	0.0	0.00	0.0	0.00	180.0	28.30
	INSTRUCTIONAL SPEC.	NTI	.5	2.80	1.3	5.80	3.5	13.40	1.5	7.00
		TI	3.9	13.00	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	8.6	19.80	4.3	10.80	5.2	13.10	6.5	13.20
		TI	7.8	18.40	0.0	0.00	0.0	0.00	15.0	21.20
	NO TEACHER	NTI	22.4	28.00	26.7	26.10	25.7	32.30	25.1	31.60
		TI	14.5	23.40	0.0	0.00	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	.4	2.20	.1	.60	.4	3.30	0.0	0.00
		TI	.8	2.90	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	1.7	7.00	2.7	8.90	.8	6.20	.4	3.80
		TI	4.4	9.80	0.0	0.00	0.0	0.00	35.0	7.10
	MEDIUM (6-20)	NTI	2.6	9.90	2.4	14.70	.9	5.60	0.0	0.00
		TI	14.0	20.00	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	.3	2.30	.4	2.60	.2	3.00	0.0	0.00
		TI	1.3	5.20	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	.8	4.40	.3	3.80	0.0	0.00
		TI	1.6	6.50	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	5.1	12.80	4.6	15.50	1.8	8.50	.4	3.80
		TI	18.0	22.60	0.0	0.00	0.0	0.00	35.0	7.10
	PARAPROFESSIONAL	NTI	8.0	20.00	1.7	5.50	4.5	11.90	5.0	11.30
		TI	5.8	13.60	0.0	0.00	0.0	0.00	0.0	0.00
	NO TEACHER	NTI	.3	2.00	.1	1.10	.1	1.90	0.0	0.00
		TI	.5	2.10	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-8

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Houston, Texas

Instructional Experience[1]		Student Type	School Type							
			TI/TI		NTI/TI		NTI/NTI		NTI/TI Skipped	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	[illegible]	4.30	4.2	14.20	4.1	12.20	2.4	5.80
		TI	3.5	12.20	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	.2	2.20	.2	2.80	0.0	0.00
		TI	.1	1.10	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	7.5	20.80	3.8	13.10	5.0	16.40	2.0	9.90
		TI	4.8	12.00	0.0	0.00	0.0	0.00	120.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.3	3.20	0.0	0.00	1.0	10.00	.6	3.80
		TI	.6	5.50	0.0	0.00	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	.3	3.20	.1	1.10	.2	2.10	0.0	0.00
		TI	.2	2.20	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	.50	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	1.3	6.80	3.2	11.40	.7	5.50	.6	3.80
		TI	4.7	12.10	0.0	0.00	0.0	0.00	55.0	35.40
REGULAR MATH	INDIV/PROFESSIONAL	NTI	1.0	4.30	2.0	7.10	1.7	6.20	1.9	6.60
		TI	1.5	9.10	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	.50	0.0	0.00
		TI	.4	3.30	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	1.1	5.80	.9	5.00	1.3	6.10	1.0	4.80
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00	.3	3.00	0.0	0.00
		TI	.1	1.10	0.0	0.00	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	.3	3.20	0.0	0.00	0.0	0.00	0.0	0.00
		TI	.1	1.10	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.5	3.40	1.4	8.60	.2	2.20	0.0	0.00
		TI	2.7	8.80	0.0	0.00	0.0	0.00	25.0	7.10

[1] See Table B-1 for a description of each instructional experience.

Table B-8

Means and Standard Deviations for TAI Instructional Experiences by Student Type and School Type for Houston, Texas

Instructional Experience[1]		Student Type	School Type							
			TI/TI		NTI/TI		NTI/NTI		NTI/TI Skipped	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	2.8	7.60	3.1	8.20	5.0	11.00	4.3	8.10
		TI	3.2	8.90	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	3.7	11.60	2.2	8.10	2.0	6.30	1.6	5.10
		TI	.2	1.20	0.0	0.00	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	19.9	22.20	9.4	15.90	12.9	19.60	11.9	16.90
		TI	14.4	20.10	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	31.2	25.60	38.4	19.00	33.6	21.10	34.6	20.00
		TI	29.5	24.80	0.0	0.00	0.0	0.00	25.0	0.00
	PROFESSIONAL	NTI	46.7	20.90	43.7	14.90	43.3	18.30	42.5	16.30
		TI	41.8	20.10	0.0	0.00	0.0	0.00	25.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.7	3.90	.2	1.70	.4	3.00	.1	.70
		TI	.4	3.30	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	7.7	19.60	3.1	9.00	4.7	12.00	5.4	11.70
		TI	6.1	13.70	0.0	0.00	0.0	0.00	0.0	0.00
	NO TEACHER	NTI	8.2	12.60	7.4	11.80	10.4	14.40	10.4	14.30
		TI	6.5	11.30	0.0	0.00	0.0	0.00	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	.2	1.60	0.0	0.00	.1	1.50	.1	1.40
		TI	.7	3.60	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	.2	2.10	1.4	7.20	.3	2.60	0.0	0.00
		TI	2.1	5.80	0.0	0.00	0.0	0.00	17.5	3.50
	MEDIUM (6-20)	NTI	.6	4.60	.1	1.10	0.0	.70	0.0	.50
		TI	3.0	8.70	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	.1	.50	.2	1.70	0.0	.40	0.0	0.00
		TI	.1	.50	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	.1	.50	0.0	0.00	.1	.80	0.0	.50
		TI	.1	.50	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.9	4.50	1.7	7.40	.3	2.90	.1	1.40
		TI	5.3	11.40	0.0	0.00	0.0	0.00	17.5	3.50
	PARAPROFESSIONAL	NTI	7.7	19.80	1.7	5.50	4.5	11.90	5.0	11.30
		TI	5.9	13.60	0.0	0.00	0.0	0.00	0.0	0.00
	NO TEACHER	NTI	.1	1.10	0.0	0.00	.1	1.50	0.0	0.00
		TI	[illegible]	1.60	0.0	0.00	0.0	0.00	0.0	0.00

[1] See Table B-1 for a description of each instructional experience.

Table B-[illegible]

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Mesa, Arizona

			School Type			
			TI/TI		NTI/TI	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	16.9	21.20	21.4	26.30
		TI	15.7	19.60	0.0	0.00
	SMALL (2-5)	NTI	11.0	15.60	7.2	11.20
		TI	12.3	19.00	0.0	0.00
	MEDIUM (6-20)	NTI	24.0	28.60	17.6	24.80
		TI	25.9	28.70	0.0	0.00
	LARGE (OVER 20)	NTI	53.2	37.50	62.5	40.60
		TI	49.5	28.30	0.0	0.00
	PROFESSIONAL	NTI	73.5	35.30	71.4	37.50
		TI	76.6	31.50	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	2.5	9.30	.4	3.40
		TI	2.0	7.90	0.0	0.00
	PARAPROFESSIONAL	NTI	6.3	12.90	18.1	20.10
		TI	10.0	14.10	0.0	0.00
	NO TEACHER	NTI	27.0	29.30	32.3	34.80
		TI	22.0	25.50	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	0.0	0.00	.1	.60
		TI	1.9	7.60	0.0	0.00
	SMALL (2-5)	NTI	1.2	6.20	1.1	5.70
		TI	10.6	21.70	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	0.0	0.00
		TI	.7	3.20	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	.5	4.20
		TI	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	.5	4.20
		TI	.7	4.50	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.6	4.10	.4	2.10
		TI	6.4	14.80	0.0	0.00
	PARAPROFESSIONAL	NTI	6.2	13.50	13.3	17.80
		TI	23.0	21.90	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

[1] See Table B-1 for a description of each instructional experience.

Table B-9

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Mesa, Arizona

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	1.1	6.40	5.4	13.50
		TI	3.9	10.60	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	.3	2.40
		TI	.9	6.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	6.1	13.10	3.3	6.60
		TI	8.0	17.70	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.6	4.10	.4	3.60
		TI	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	.7	4.50	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.6	4.10	.7	4.30
		TI	7.5	17.30	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	2.2	7.40	2.7	8.50
		TI	3.6	7.80	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	.7	4.50	0.0	0.00
	SMALL/PROFESSIONAL	NTI	3.1	7.70	.6	3.40
		TI	3.2	10.30	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.6	4.10	0.0	0.00
		TI	5.5	12.30	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-9

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Mesa, Arizona

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI TI	106.2 105.2	34.40 33.90	[illegible] 0.0	25.00 0.00
	COMP. LANGUAGE	NTI TI	1.2 21.7	6.20 25.10	1.6 0.0	7.40 0.00
	REGULAR MATH	NTI TI	44.8 41.7	23.40 18.40	46.4 0.0	15.00 0.00
	COMP. MATH	NTI TI	2.2 8.9	6.30 13.20	0.0 0.0	0.00 [illegible]
	SPECIAL SERVICES	NTI TI	40.2 31.6	25.20 24.10	45.3 0.0	[illegible] 0.00
	OTHER ACADEMIC	NTI TI	65.0 55.5	34.20 31.30	60.1 0.0	33.90 0.00
	NON-ACADEMIC	NTI TI	1.2 3.9	5.90 13.00	1.7 0.0	6.50 0.00
	OTHER	NTI TI	108.0 102.5	34.50 28.90	106.7 0.0	[illegible] [illegible]
GROUP SIZE	INDIVIDUAL (1)	NTI TI	30.9 35.8	35.30 33.70	[illegible] 0.0	[illegible] 0.00
	SMALL (2-5)	NTI TI	[illegible] 48.3	33.50 38.10	19.4 0.0	[illegible] 0.00
	MEDIUM (6-20)	NTI TI	44.5 46.7	55.20 43.00	32.9 0.0	37.90 0.00
	LARGE (OVER 20)	NTI TI	246.7 225.6	71.30 60.90	265.1 0.0	65.60 0.00
TEACHER TYPE	PROFESSIONAL	NTI TI	234.4 229.7	58.90 54.70	231.1 0.0	56.20 0.00
	INSTRUCTIONAL SPEC.	NTI TI	27.5 33.1	23.70 28.00	21.8 0.0	23.70 0.00
	PARAPROFESSIONAL	NTI TI	15.6 37.6	23.10 28.50	33.9 0.0	29.70 0.00
	NO TEACHER	NTI TI	79.6 58.3	68.40 51.10	74.1 0.0	58.80 0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-9

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Mesa, Arizona

			School Type			
			TI/TI		NTI/TI	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	7.0	10.90	2.6	12.00
		TI	7.0	12.10	0.0	0.00
	SMALL (2-5)	NTI	5.4	13.60	1.3	3.90
		TI	4.4	9.00	0.0	0.00
	MEDIUM (6-20)	NTI	10.3	18.00	6.6	12.40
		TI	10.5	15.30	0.0	0.00
	LARGE (OVER 20)	NTI	22.1	18.90	29.5	20.30
		TI	19.1	17.30	0.0	0.00
	PROFESSIONAL	NTI	31.7	18.70	34.4	18.70
		TI	30.8	15.10	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.7	3.90	0.0	0.00
		TI	.7	4.50	0.0	0.00
	PARAPROFESSIONAL	NTI	6.1	12.90	13.4	17.40
		TI	9.3	13.00	0.0	0.00
	NO TEACHER	NTI	10.8	16.80	10.2	13.10
		TI	9.1	13.90	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	0.0	0.00	0.0	0.00
		TI	.8	3.20	0.0	0.00
	SMALL (2-5)	NTI	2.0	6.80	0.0	0.00
		TI	7.3	12.50	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	0.0	0.00
		TI	.8	3.70	0.0	0.00
	LARGE (OVER 20)	NTI	.2	1.40	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	.5	3.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	1.0	3.70	0.0	0.00
		TI	3.6	9.50	0.0	0.00
	PARAPROFESSIONAL	NTI	6.8	13.50	12.5	16.90
		TI	14.0	14.30	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-10

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Newport, Rhode Island

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI TI	142.3 106.0	12.90 26.80	132.9 0.0	29.80 0.00
	COMP. LANGUAGE	NTI TI	0.0 5.0	0.00 7.10	2.2 0.0	7.50 0.00
	REGULAR MATH	NTI TI	48.8 53.0	11.10 17.90	51.9 0.0	15.20 0.00
	COMP. MATH	NTI TI	0.0 5.0	0.00 11.20	0.0 0.0	0.00 0.00
	SPECIAL SERVICES	NTI TI	51.3 52.0	14.40 9.10	45.5 0.0	17.20 0.00
	OTHER ACADEMIC	NTI TI	22.5 59.0	17.10 27.00	44.2 0.0	25.90 0.00
	NON-ACADEMIC	NTI TI	0.0 6.0	0.00 13.40	.8 0.0	4.90 0.00
	OTHER	NTI TI	93.8 84.0	14.90 25.30	89.3 0.0	23.50 0.00
	INDIVIDUAL (1)	NTI TI	18.8 30.0	22.50 21.50	40.1 0.0	48.60 0.00
	SMALL (2-5)	NTI TI	22.5 47.0	28.70 17.90	19.5 0.0	18.80 0.00
	MEDIUM (6-25)	NTI TI	125.0 66.0	91.00 98.20	55.5 0.0	33.50 0.00
	LARGE (OVER 25)	NTI TI	188.8 178.0	47.50 40.90	250.3 0.0	49.30 0.00
TEACHER TYPE	PROFESSIONAL	NTI TI	211.2 166.0	34.70 46.80	201.2 0.0	48.10 0.00
	INSTRUCTIONAL SPEC	NTI TI	13.8 43.0	10.30 23.10	29.7 0.0	27.60 0.00
	PARAPROFESSIONAL	NTI TI	23.8 27.0	14.90 9.70	29.9 0.0	20.00 0.00
	NO TEACHER	NTI TI	106.3 114.0	33.30 50.90	105.3 0.0	53.20 0.00

[1] See Table B-1 for a description of each instructional experience.

Table B-10

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Newport, Rhode Island

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI TI	6.3 8.0	9.30 11.00	24.6 0.0	27.80 0.00
	SMALL (2-5)	NTI TI	17.5 31.0	20.60 14.30	16.6 0.0	13.70 0.00
	MEDIUM (6-20)	NTI TI	70.0 22.0	36.30 43.90	36.1 0.0	26.60 0.00
	LARGE (OVER 20)	NTI TI	48.8 41.0	41.30 44.50	63.0 0.0	34.00 0.00
	PROFESSIONAL	NTI TI	82.5 61.0	18.50 33.10	81.8 0.0	27.30 0.00
	INSTRUCTIONAL SPEC.	NTI TI	3.8 0.0	7.50 0.00	2.0 0.0	5.10 0.00
	PARAPROFESSIONAL	NTI TI	1.3 2.0	2.50 4.50	5.4 0.0	12.00 0.00
	NO TEACHER	NTI TI	55.0 43.0	28.60 20.20	48.6 0.0	28.40 0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NTI TI	0.0 0.0	0.00 0.00	.9 0.0	4.10 0.00
	SMALL (2-5)	NTI TI	0.0 5.0	0.00 7.10	.8 0.0	4.90 0.00
	MEDIUM (6-20)	NTI TI	0.0 0.0	0.00 0.00	0.0 0.0	0.00 0.00
	LARGE (OVER 20)	NTI TI	0.0 0.0	0.00 0.00	0.0 0.0	0.00 0.00
	PROFESSIONAL	NTI TI	0.0 0.0	0.00 0.00	0.0 0.0	0.00 0.00
	INSTRUCTIONAL SPEC.	NTI TI	0.0 5.0	0.00 7.10	2.2 0.0	7.50 0.00
	PARAPROFESSIONAL	NTI TI	0.0 2.0	0.00 4.50	5.3 0.0	12.00 0.00
	NO TEACHER	NTI TI	0.0 0.0	0.00 0.00	0.0 0.0	0.00 0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-10

Means and STandard Deviations for CAL Instructional Experiences by Student Type and School Type for Newport, Rhode Island

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NT1 TI	6.3 10.0	7.90 11.70	5.5 0.0	9.30 0.00
	SMALL (2-5)	NT1 TI	5.0 5.0	10.00 7.10	2.6 0.0	6.60 0.00
	MEDIUM (6-20)	NT1 TI	26.3 18.0	22.90 17.50	10.5 0.0	13.70 0.00
	LARGE (OVER 20)	NT1 TI	11.3 15.0	16.50 16.60	33.0 0.0	23.80 0.00
	PROFESSIONAL	NT1 TI	35.0 29.0	4.10 5.50	33.0 0.0	14.70 0.00
	INSTRUCTIONAL SPEC.	NT1 TI	0.0 0.0	0.00 0.00	0.0 0.0	0.00 0.00
	PARAPROFESSIONAL	NT1 TI	0.0 2.0	0.00 4.50	5.3 0.0	12.00 0.00
	NO TEACHER	NT1 TI	13.8 24.0	12.50 19.90	18.4 0.0	14.70 0.00
COMP. MATH	INDIVIDUAL (1)	NT1 TI	0.0 0.0	0.00 0.00	0.0 0.0	0.00 0.00
	SMALL (2-5)	NT1 TI	0.0 4.0	0.00 8.90	0.0 0.0	0.00 0.00
	MEDIUM (6-20)	NT1 TI	0.0 1.0	0.00 2.20	0.0 0.0	0.00 0.00
	LARGE (OVER 20)	NT1 TI	0.0 0.0	0.00 0.00	0.0 0.0	0.00 0.00
	PROFESSIONAL	NT1 TI	0.0 0.0	0.00 0.00	0.0 0.0	0.00 0.00
	INSTRUCTIONAL SPEC.	NT1 TI	0.0 1.0	0.00 2.20	0.0 0.0	0.00 0.00
	PARAPROFESSIONAL	NT1 TI	0.0 6.0	0.00 13.40	5.3 0.0	12.00 0.00
	NO TEACHER	NT1 TI	0.0 0.0	0.00 0.00	0.0 0.0	0.00 0.00

[1] See Table B-1 for a description of each instructional experience.

Table B-10

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Newport, Rhode Island

Instructional Experience[1]		Student Type	School Type: TI/TI Mean	School Type: TI/TI SD	School Type: NTI/TI Mean	School Type: NTI/TI SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	7.5	24.10
		TI	4.0	8.90	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	1.1	6.60
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	12.5	25.00	5.4	12.40
		TI	18.0	17.90	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	.8	4.90
		TI	10.0	14.10	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	2.7	9.60
		TI	2.0	4.50	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	3.0	11.50
		TI	6.0	13.40	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-11

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Racine, Wisconsin

Instructional Experience[1]		Student Type	School Type: TI/TI Mean	TI/TI SD	NTI/TI Mean	NTI/TI SD
CONTENT AREA	REGULAR LANGUAGE	NTI	133.9	30.80	120.7	32.60
		TI	110.9	29.10	0.0	0.00
	COMP. LANGUAGE	NTI	.6	3.80	2.0	9.00
		TI	29.4	17.80	0.0	0.00
	REGULAR MATH	NTI	55.2	10.50	52.1	11.70
		TI	51.3	13.60	0.0	0.00
	COMP. MATH	NTI	0.0	0.00	.5	3.40
		TI	0.0	0.00	0.0	0.00
	SPECIAL SERVICES	NTI	34.4	20.50	36.9	17.50
		TI	33.1	19.50	0.0	0.00
	OTHER ACADEMIC	NTI	66.3	21.80	70.9	27.70
		TI	61.7	27.10	0.0	0.00
	NON-ACADEMIC	NTI	0.0	0.00	1.0	4.60
		TI	2.5	7.10	0.0	0.00
	OTHER	NTI	102.0	32.40	98.6	32.20
		TI	98.4	32.30	0.0	0.00
GROUP SIZE	INDIVIDUAL (1)	NTI	16.3	25.70	15.6	28.60
		TI	25.8	32.40	0.0	0.00
	SMALL (2-5)	NTI	5.3	10.90	11.4	17.20
		TI	32.7	23.80	0.0	0.00
	MEDIUM (6-20)	NTI	46.6	60.30	32.3	56.20
		TI	58.8	55.30	0.0	0.00
	LARGE (OVER 20)	NTI	314.2	64.50	317.8	74.20
		TI	255.0	68.50	0.0	0.00
TEACHER TYPE	PROFESSIONAL	NTI	272.7	6[illegible].60	282.7	61.20
		TI	254.1	59.60	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	23.8	18.00	29.3	22.20
		TI	25.5	23.60	0.0	0.00
	PARAPROFESSIONAL	NTI	34.2	30.00	35.1	29.90
		TI	61.9	24.20	0.0	0.00
	NO TEACHER	NTI	54.8	60.80	32.9	47.90
		TI	39.7	51.30	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-11

Means and Standard Deviations for CAL Instructional
Experiences by Student Type and School Type for
Racine, Wisconsin

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	3.2	12.40	3.0	9.20
		TI	2.2	9.10	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	.2	1.50	2.8	9.80
		TI	5.6	13.70	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	1.6	6.80	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	.3	3.70
		TI	1.3	7.10	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	2.5	6.50	2.2	7.70
		TI	2.8	8.10	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	.4	2.40
		TI	.9	3.90	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-11

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Racine, Wisconsin

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	4.4	8.60	4.3	9.40
		TI	5.3	8.70	0.0	0.00
	SMALL (2-5)	NTI	1.4	4.50	.9	3.50
		TI	1.4	3.20	0.0	0.00
	MEDIUM (6-20)	NTI	6.6	13.60	4.7	14.30
		TI	3.6	9.00	0.0	0.00
	LARGE (OVER 20)	NTI	41.5	19.20	41[illegible]	17.20
		TI	39.7	20.10	0.[illegible]	0.00
	PROFESSIONAL	NTI	44.0	15.60	44.2	15.40
		TI	42.8	17.30	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.1	.80	.5	3.30
		TI	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	9.9	15.80	7.8	15.20
		TI	7.3	12.30	0.0	0.00
	NO TEACHER	NTI	10.0	13.60	5.2	8.50
		TI	6.7	11.00	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	6.0	0.00	.3	2.80
		TI	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	.3	2.00
		TI	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	.5	3.40
		TI	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	9.3	15.70	7.0	14.50
		TI	7.2	12.30	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table 9-11

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Racine, Wisconsin

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	7.0	14.90	5.5	13.70
		TI	9.4	12.80	0.0	0.00
	SMALL (2-5)	NTI	2.0	4.90	3.4	10.60
		TI	4.2	7.90	0.0	0.00
	MEDIUM (6-20)	NTI	29.3	40.00	21.4	35.30
		TI	44.1	32.60	0.0	0.00
	LARGE (OVER 20)	NTI	93.2	36.10	93.8	44.80
		TI	50.3	33.60	0.0	0.00
	PROFESSIONAL	NTI	109.0	41.30	104.2	38.20
		TI	92.7	27.90	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	2.5	6.10	4.0	9.50
		TI	1.6	5.00	0.0	0.00
	PARAPROFESSIONAL	NTI	12.3	22.10	8.1	15.90
		TI	10.0	14.10	0.0	0.00
	NO TEACHER	NTI	15.9	24.50	13.2	22.90
		TI	11.9	20.50	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	0.0	0.00	.9	4.40
		TI	6.1	12.60	0.0	0.00
	SMALL (2-5)	NTI	.6	3.80	1.7	7.00
		TI	23.3	18.30	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	.2	1.50
		TI	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	0.0	.50
		TI	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	.2	1.90
		TI	3.9	11.30	0.0	0.00
	PARAPROFESSIONAL	NTI	9.9	16.00	9.3	16.70
		TI	32.5	18.90	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	.3	2.80
		TI	.2	.90	0.0	0.00

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[1] See Table 9-1 for a description of each instructional experience.

Table B-12

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Santa Fe, New Mexico

Instructional Experience[1]		Student Type	School Type: TI/TI Mean	School Type: TI/TI SD	School Type: NTI/TI Mean	School Type: NTI/TI SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	13.8	21.50	14.9	21.70
		TI	16.5	23.40	0.0	0.00
	SMALL (2-5)	NTI	20.1	30.50	12.1	17.80
		TI	25.8	28.20	0.0	0.00
	MEDIUM (6-20)	NTI	38.6	45.10	36.8	37.10
		TI	35.9	43.50	0.0	0.00
	LARGE (OVER 20)	NTI	35.8	47.70	40.0	30.60
		TI	25.0	34.20	0.0	0.00
	PROFESSIONAL	NTI	61.0	42.80	58.8	34.90
		TI	69.5	34.40	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	1.7	8.30
		TI	2.2	7.20	0.0	0.00
	PARAPROFESSIONAL	NTI	26.2	51.10	13.2	23.60
		TI	18.1	35.30	0.0	0.00
	NO TEACHER	NTI	27.9	30.50	12.8	24.60
		TI	23.2	27.10	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	0.0	0.00	0.0	0.00
		TI	1.1	4.80	0.0	0.00
	SMALL (2-5)	NTI	0.0	0.00	.3	2.20
		TI	10.1	13.60	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	0.0	0.00
		TI	3.2	9.90	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	1.7	8.10
		TI	.1	.90	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	1.7	8.10
		TI	.5	2.40	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	.3	2.20
		TI	11.6	14.50	0.0	0.00
	PARAPROFESSIONAL	NTI	11.0	22.20	9.2	19.60
		TI	10.8	20.90	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

[1] See Table B-1 for a description of each instructional experience.

Table B-12

Means and Standard Deviations for CAL Instructional
Experiences by Student Type and School Type for
Santa Fe, New Mexico

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI	111.2	35.00	105.6	27.50
		TI	108.3	27.80	0.0	0.00
	COMP. LANGUAGE	NTI	0.0	0.00	2.0	8.30
		TI	14.9	17.70	0.0	0.00
	REGULAR MATH	NTI	45.7	16.00	39.4	14.20
		TI	43.6	14.40	0.0	0.00
	COMP. MATH	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SPECIAL SERVICES	NTI	52.6	25.70	42.7	24.20
		TI	38.9	23.70	0.0	0.00
	OTHER ACADEMIC	NTI	52.1	22.50	72.0	34.60
		TI	52.4	30.10	0.0	0.00
	NON-ACADEMIC	NTI	1.3	5.10	1.0	3.60
		TI	3.5	7.40	0.0	0.00
	OTHER	NTI	129.9	45.50	118.3	34.90
		TI	131.8	45.30	0.0	0.00
GROUP SIZE	INDIVIDUAL (1)	NTI	34.5	44.70	26.6	36.10
		TI	33.2	40.70	0.0	0.00
	SMALL (2-5)	NTI	34.5	41.90	20.5	26.10
		TI	63.8	48.90	0.0	0.00
	MEDIUM (6-20)	NTI	107.2	96.10	80.5	83.40
		TI	93.3	93.40	0.0	0.00
	LARGE (OVER 20)	NTI	185.3	48.10	239.4	97.50
		TI	161.1	40.70	0.0	0.00
TEACHER TYPE	PROFESSIONAL	NTI	218.9	40.80	282.9	76.90
		TI	224.4	90.30	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	9.3	14.30	20.7	23.20
		TI	32.5	23.00	0.0	0.00
	PARAPROFESSIONAL	NTI	43.6	82.40	20.9	28.60
		TI	31.1	56.20	0.0	0.00
	NO TEACHER	NTI	90.1	81.10	45.0	57.70
		TI	75.5	74.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-12

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Santa Fe, New Mexico

Instructional Experience[1]		Student Type	School Type			
			TI/TI		NTI/TI	
			Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	2.[illegible]	6.40	[illegible]	15.70
		TI	6.1	13.20	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	.5	3.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	9.0	21.30	6.5	14.40
		TI	15.0	28.40	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	.7	4.50	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	.2	1.50	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	.6	4.30
		TI	10.2	14.20	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	2.2	8.40	2.1	6.80
		TI	1.4	4.10	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	.4	2.90
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	3.3	9.40	2.3	6.90
		TI	5.0	12.10	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	.4	2.90
		TI	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-12

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Santa Fe, New Mexico

Instructional Experience[1]		Student Type	School Type: TI/TI Mean	TI/TI SD	NTI/TI Mean	NTI/TI SD
REGULAR MATH	INDIVIDUAL (1)	NTI	7.1	11.60	4.2	8.80
		TI	7.8	11.70	0.0	0.00
	SMALL (2-5)	NTI	6.0	9.30	2.4	5.30
		TI	9.4	12.90	0.0	0.00
	MEDIUM (6-20)	NTI	20.2	21.60	11.6	15.10
		TI	13.0	16.30	0.0	0.00
	LARGE (OVER 20)	NTI	10.9	17.10	20.9	20.80
		TI	10.5	16.70	0.0	0.00
	PROFESSIONAL	NTI	29.7	23.00	33.3	18.00
		TI	27.0	19.60	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	.4	2.90
		TI	.2	1.50	0.0	0.00
	PARAPROFESSIONAL	NTI	13.7	22.30	10.0	20.20
		TI	11.8	19.60	0.0	0.00
	NO TEACHER	NTI	11.8	14.60	4.2	8.50
		TI	11.7	15.70	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	11.0	22.20	9.2	19.60
		TI	9.8	19.30	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-13

Means and STandard Deviations for CAL Instructional Expereinces by Student Type and School Type for Winston-Salem, North Carolina

Instructional Experience[1]		Student Type	School Type							
			TI/TI		NTI/TI		TI/NTI		NTI/NTI	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	2.1	6.20	3.8	8.80	1.0	2.10	3.5	8.00
		TI	1.7	4.90	0.0	0.00	.8	1.90	0.0	0.00
	SMALL (2-5)	NTI	.5	2.60	2.7	11.00	0.0	0.00	.6	2.30
		TI	3.6	11.00	0.0	0.00	7.7	13.90	0.0	0.00
	MEDIUM (6-20)	NTI	12.4	19.40	13.9	18.60	19.0	25.00	11.4	18.20
		TI	13.4	17.50	0.0	0.00	19.6	19.50	0.0	0.00
	LARGE (OVER 20)	NTI	30.4	21.40	24.3	20.80	24.5	23.70	31.6	22.40
		TI	[illegible]	23.30	0.0	0.00	17.3	22.60	0.0	0.00
	PROFESSIONAL	NTI	40.0	16.10	35.3	15.70	42.5	12.30	38.1	17.80
		TI	39.0	16.60	0.0	0.00	38.8	14.70	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	0.0	.40	0.0	0.00	.3	2.80
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	2.3	7.40	4.5	11.50	5.0	8.80	7.9	15.00
		TI	6.5	13.10	0.0	0.00	1.5	4.30	0.0	0.00
	NO TEACHER	NTI	6.1	8.70	9.1	13.50	7.5	12.30	8.4	11.80
		TI	6.3	9.20	0.0	0.00	5.8	9.30	0.0	0.00
COMP. MATH	INDIVIDUAL (1)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	0.0	0.00	.2	1.90	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	MEDIUM (6-20)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	.1	.70	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.03
		TI	.1	.70	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	2.3	7.40	3.9	10.70	5.0	8.80	7.7	14.70
		TI	5.1	11.60	0.0	0.00	1.2	4.20	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-13

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Winston-Salem, North Carolina

Instructional Experience[1]		Student Type	School Type							
			TI/TI		NTI/TI		TI/NTI		NTI/NTI	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI	134.3	25.70	145.1	28.30	129.5	35.10	124.5	39.80
		TI	113.9	26.80	0.0	0.00	114.6	39.00	0.0	0.00
	COMP. LANGUAGE	NTI	.8	5.80	.2	1.60	5.0	15.80	4.2	17.50
		TI	37.9	17.20	0.0	0.00	24.6	18.00	0.0	0.00
	REGULAR MATH	NTI	47.6	13.70	46.4	15.50	50.0	11.10	49.0	14.70
		TI	48.2	14.00	0.0	0.00	45.8	9.30	0.0	0.00
	COMP. MATH	NTI	0.0	0.00	.2	1.90	0.0	0.00	0.0	0.00
		TI	.1	.70	0.0	0.00	0.0	0.00	0.0	0.00
	SPECIAL SERVICES	NTI	45.4	23.90	40.9	25.80	39.5	16.60	36.9	18.70
		TI	33.3	14.60	0.0	0.00	29.6	19.30	0.0	0.00
	OTHER ACADEMIC	NTI	52.8	23.20	47.2	20.20	50.0	32.80	61.7	38.10
		TI	49.6	22.00	0.0	0.00	50.4	34.10	0.0	0.00
	NON-ACADEMIC	NTI	1.4	5.10	3.6	9.30	1.5	4.70	4.8	16.50
		TI	3.7	12.60	0.0	0.00	2.3	8.30	0.0	0.00
	OTHER	NTI	81.5	30.90	83.0	27.20	88.0	29.40	86.1	37.70
		TI	78.7	25.30	0.0	0.00	94.6	22.00	0.0	0.00
GROUP SIZE	INDIVIDUAL (1)	NTI	12.9	24.60	20.6	36.70	14.0	30.80	24.1	36.30
		TI	11.8	23.40	0.0	0.00	20.8	25.30	0.0	0.00
	SMALL (2-5)	NTI	10.0	20.90	14.5	24.70	15.0	22.60	18.2	29.20
		TI	34.6	35.50	0.0	0.00	44.2	37.00	0.0	0.00
	MEDIUM (6-20)	NTI	79.2	60.90	78.9	59.40	62.5	46.80	61.1	59.10
		TI	97.4	59.70	0.0	0.00	63.5	39.30	0.0	0.00
	LARGE (OVER 20)	NTI	237.8	77.90	234.0	64.70	255.5	79.40	250.0	70.90
		TI	207.9	76.70	0.0	0.00	229.6	63.30	0.0	0.00
TEACHER TYPE	PROFESSIONAL	NTI	272.0	80.20	256.6	73.10	263.5	69.00	248.3	71.70
		TI	256.0	49.40	0.0	0.00	232.7	61.10	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	14.0	21.20	12.9	17.30	21.5	32.60	25.9	35.80
		TI	44.4	18.30	0.0	0.00	34.6	31.60	0.0	0.00
	PARAPROFESSIONAL	NTI	3.8	8.80	10.0	18.40	12.0	13.40	18.9	26.00
		TI	15.5	30.60	0.0	0.00	30.8	30.30	0.0	0.00
	NO TEACHER	NTI	60.0	61.30	76.7	68.10	59.5	73.10	64.4	57.40
		TI	44.7	44.00	0.0	0.00	56.2	64.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-13

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Winston-Salem, North Carolina

Instructional Experience[1]		Student Type	School Type							
			TI/TI		NTI/TI		TI/NTI		NTI/NTI	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	.5	3.90	1.5	6.50	1.0	3.20	2.5	9.90
		TI	2.3	7.00	0.0	0.00	1.5	3.80	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	2.3	8.10	3.7	11.00	1.0	3.20	4.0	11.30
		TI	2.1	8.30	0.0	0.00	10.0	20.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00	0.0	0.00	.1	1.10
		TI	0.0	0.00	0.0	0.00	3.8	13.90	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	.2	1.40	0.0	0.00	0.0	0.00	.3	2.30
		TI	.9	5.80	0.0	0.00	4.9	17.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	.4	2.90	0.0	0.00	5.0	15.80	1.6	10.80
		TI	14.9	21.50	0.0	0.00	4.6	13.90	0.0	0.00
REGULAR MATH	INDIV/PROFESSIONAL	NTI	.8	4.50	.8	3.40	2.0	4.20	.6	3.70
		TI	.9	4.60	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	1.5	6.20	2.0	6.30	.4	2.50
		TI	1.3	5.40	0.0	0.00	3.1	7.50	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC.	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-13

Means and Standard Deviations for CAI Instructional Experiences by Student Type and School Type for Winston-Salem, North Carolina

Instructional Experience[1]		Student Type	School Type TI/TI		NTI/TI		TI/NTI		NTI/NTI	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	5.8	13.50	11.0	22.00	[illegible]	31.10	11.4	19.50
		TI	6.5	12.30	0.0	0.00	9.6	15.60	0.0	0.00
	SMALL (2-5)	NTI	5.7	16.00	6.1	12.40	9.5	14.00	8.7	19.70
		TI	6.0	12.50	0.0	0.00	18.1	26.00	0.0	0.00
	MEDIUM (6-25)	NTI	53.1	45.20	56.3	43.20	35.5	[illegible]	39.5	40.30
		TI	53.8	42.10	0.0	0.00	32.7	25.60	0.0	0.00
	LARGE (OVER 25)	NTI	61.4	47.50	65.8	50.40	67.5	57.90	61.3	47.60
		TI	42.9	40.30	0.0	0.00	53.1	39.10	0.0	0.00
	PROFESSIONAL	NTI	96.0	37.20	98.2	37.20	82.5	45.60	86.7	45.00
		TI	90.4	33.60	0.0	0.00	69.2	32.80	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	2.8	8.90	1.9	5.30	2.5	7.90	3.6	9.50
		TI	3.6	11.00	0.0	0.00	4.2	15.30	0.0	0.00
	PARAPROFESSIONAL	NTI	2.5	7.30	6.2	13.70	5.0	8.80	11.5	17.70
		TI	6.1	12.60	0.0	0.00	3.5	6.90	0.0	0.00
	NO TEACHER	NTI	28.9	26.60	38.1	39.10	34.5	35.90	27.5	26.90
		TI	17.1	19.80	0.0	0.00	33.5	37.00	0.0	0.00
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	.6	4.30	.1	1.30	0.0	0.00	[illegible]	2.30
		TI	1.1	5.30	0.0	0.00	5.0	8.70	0.0	0.00
	SMALL (2-5)	NTI	.2	1.40	.1	.90	5.0	15.80	3.1	14.80
		TI	18.4	19.50	0.0	0.00	13.5	17.20	0.0	0.00
	MEDIUM (6-25)	NTI	0.0	0.00	0.0	.40	0.0	0.00	.8	5.10
		TI	18.3	20.90	0.0	0.00	6.2	12.60	0.0	0.30
	LARGE (OVER 25)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	0.0	.40	0.0	0.00	0.0	0.00
		TI	.9	4.50	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	.3	2.20	.1	1.30	3.5	11.10	2.1	15.30
		TI	30.1	17.60	0.0	0.00	12.7	13.20	0.0	0.00
	PARAPROFESSIONAL	NTI	2.8	8.10	3.8	10.60	6.5	9.10	9.6	16.20
		TI	9.6	15.30	0.0	0.00	8.5	11.80	0.0	0.00
	NO TEACHER	NTI	0.0	0.00	0.0	0.00	0.0	0.00	.1	.60
		TI	1.6	4.60	0.0	0.00	3.1	6.90	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-14

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Yonkers, New York

Instructional Experience[1]		Student Type	School Type									
			NTI/TI Demo School		TI/TI		NTI/TI		NTI/NTI		TI/TI Demo School	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR MATH	INDIVIDUAL (1)	NTI	6.8	12.30	2[illegible].8	23.80	5.[illegible]	7.70	9.5	1[illegible].80	15.4	14.10
		TI	0.0	0.00	8.3	1[illegible].40	0.0	0.00	0.0	0.00	23.0	16.80
	SMALL (2-5)	NTI	2.3	5.10	13.3	21.60	8.3	10.30	3.3	7.80	9.0	8.90
		TI	0.0	0.00	2.2	5.10	0.0	0.00	0.0	0.00	6.0	13.40
	MEDIUM (6-20)	NTI	7.5	11.20	11.7	19.10	9.2	10.70	12.3	16.80	18.0	14.40
		TI	0.0	0.00	8.3	13.50	0.0	0.00	0.0	0.00	17.0	12.00
	LARGE (OVER 20)	NTI	38.2	17.30	14.2	15.60	27.5	1[illegible].40	21.8	17.70	10.0	22.40
		TI	0.0	0.00	20.6	21.40	0.0	0.00	0.0	0.00	19.0	27.50
	PROFESSIONAL	NTI	34.3	10.50	25.0	13.40	20.8	8.60	30.4	15.50	22.0	24.90
		TI	0.0	0.00	16.1	10.50	0.0	0.00	0.0	0.00	25.0	10.00
	INSTRUCTIONAL SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	.7	4.20	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	26.4	28.30	15.0	25.10	3.3	6.10	10.1	20.30	3.0	6.70
		TI	0.0	0.00	9.4	10.40	0.0	0.00	0.0	0.00	2.0	4.50
	NO TEACHER	NTI	19.5	16.50	22.5	20.70	26.7	18.90	15.3	14.20	27.0	17.50
		TI	0.0	0.00	18.3	12.70	0.0	0.00	0.0	0.00	42.0	11.50
COMP. MATH	INDIVIDUAL (1)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL (2-5)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	2.2	6.70	0.0	0.00	0.0	0.00	4.0	8.90
	MEDIUM (6-20)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	8.9	18.30	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	1.7	5.00	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	6.1	16.50	0.0	0.00	0.0	0.00	4.0	8.90
	PARAPROFESSIONAL	NTI	26.4	28.90	10.0	24.50	.8	2.00	10.0	20.30	0.0	0.00
		TI	0.0	0.00	9.3	10.30	0.0	0.00	0.0	0.00	2.0	4.50
	NO TEACHER	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	3.9	8.60	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-14

Means and Standard Deviations for CAI Instructional Experiences by Student Type and School Type for Yonkers, New York

Instructional Experience[1]		Student Type	NTI/TI Demo School		TI/TI		NTI/TI		NTI/NTI		TI/TI Demo School	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIVIDUAL (1)	NTI	32.3	36.50	18.3	13.70	10.8	12.00	29.9	25.90	21.0	21.30
		TI	0.0	0.00	15.6	13.60	0.0	0.00	0.0	0.00	30.0	19.70
	SMALL (2-5)	NTI	9.5	14.00	5.8	9.20	5.0	10.00	7.2	11.40	26.0	28.80
		TI	0.0	0.00	4.4	9.20	0.0	0.00	0.0	0.00	38.0	26.60
	MEDIUM (6-20)	NTI	35.9	25.00	30.8	31.70	48.3	11.30	27.9	25.80	25.0	37.70
		TI	0.0	0.00	25.0	30.40	0.0	0.00	0.0	0.00	12.0	12.50
	LARGE (OVER 20)	NTI	51.8	33.00	40.0	56.20	23.3	32.90	39.7	37.40	29.0	25.60
		TI	0.0	0.00	18.9	20.00	0.0	0.00	0.0	0.00	39.0	39.10
	PROFESSIONAL	NTI	70.7	30.60	51.7	15.10	48.3	[illegible]	56.8	28.20	53.0	18.20
		TI	0.0	0.00	24.4	13.30	0.0	0.00	0.0	0.00	68.0	16.00
	INSTRUCTIONAL SPEC.	NTI	8.6	13.80	1.7	2.60	0.0	0.00	5.9	21.70	0.0	0.00
		TI	0.0	0.00	8.3	25.00	0.0	0.00	0.0	0.00	0.0	0.00
	PARAPROFESSIONAL	NTI	29.3	30.40	15.0	25.10	.8	[illegible]	13.8	20.40	3.0	6.70
		TI	0.0	0.00	9.4	10.40	0.0	0.00	0.0	0.00	5.0	7.10
	NO TEACHER	NTI	45.0	39.80	36.0	36.30	39.2	10.70	35.5	29.10	45.0	27.80
		TI	0.0	0.00	24.7	21.90	0.0	[illegible]	0.0	0.00	47.0	22.80
COMP. LANGUAGE	INDIVIDUAL (1)	NTI	1.4	6.40	0.0	0.00	0.0	[illegible]	.3	1.70	0.0	0.00
		TI	0.0	0.00	2.5	8.30	0.0	[illegible]	[illegible]	0.00	0.0	0.00
	SMALL (2-5)	NTI	.7	2.30	0.0	0.00	0.0	0.00	1.2	5.20	0.0	0.00
		TI	0.0	0.00	9.4	11.60	0.0	0.00	0.0	0.00	9.0	13.40
	MEDIUM (6-20)	NTI	0.0	0.00	6.7	16.30	0.0	0.00	.4	2.50	0.0	0.00
		TI	0.0	0.00	7.8	15.60	0.0	0.00	0.0	0.00	0.0	0.00
	LARGE (OVER 20)	NTI	.2	1.10	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	1.7	5.00	0.0	0.00	0.0	0.00	0.0	0.00
	PROFESSIONAL	NTI	.5	2.10	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	1.7	5.00	0.0	0.00	0.0	0.00	0.0	0.00
	INSTRUCTIONAL SPEC.	NTI	0.0	0.00	6.7	16.30	0.0	0.00	2.0	7.00	0.0	0.00
		TI	0.0	0.00	15.2	15.00	0.0	0.00	0.0	0.00	9.0	13.40
	PARAPROFESSIONAL	NTI	26.4	28.90	10.0	24.50	.8	2.00	10.2	20.30	0.0	0.00
		TI	0.0	0.00	7.9	10.60	0.0	0.00	0.0	0.00	2.0	4.50
	NO TEACHER	NTI	.5	2.10	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	7.9	12.80	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Table B-14

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Yonkers, New York

Instructional Experience[1]		Student Type	School Type									
			NTI/TI Demo School		TI/TI		NTI/TI		NTI/NTI		TI/TI Demo School	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
CONTENT AREA	REGULAR LANGUAGE	NTI	169.3	33.90	95.[illegible]	44.[illegible]0	97.5	28.10	105.8	41.90	101.0	24.30
		TI	0.0	0.00	66.1	30.70	0.0	0.00	0.0	0.00	119.0	28.60
	COMP. LANGUAGE	NTI	2.3	4.7	5.7	16.30	0.0	0.00	2.2	7.10	0.0	0.00
		TI	0.0	0.00	21.7	18.40	0.0	0.00	0.0	0.00	9.0	13.40
	REGULAR MATH	NTI	54.8	13.40	52.5	25.20	50.8	15.30	46.9	12.80	52.0	11.50
		TI	0.0	0.00	39.4	18.90	0.0	0.00	0.0	0.00	67.0	14.00
	COMP. MATH	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	[illegible]	12.2	19.90	0.0	0.00	0.0	0.00	4.0	8.90
	SPECIAL SERVICES	NTI	35.0	22.5	47.5	32.40	55.0	24.10	55.4	26.40	37.0	29.90
		TI	0.0	0.[illegible]	31.7	38.80	0.0	0.00	0.0	0.00	48.0	36.20
	OTHER ACADEMIC	NTI	33.9	15.1[illegible]	19.3	21.60	50.8	20.40	48.3	28.60	68.0	23.60
		TI	0.0	0.0[illegible]	47.2	34.40	0.0	0.00	0.0	0.00	47.0	27.30
	NON-ACADEMIC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	1.6	7.30	10.0	14.10
		TI	0.0	0.00	5.5	12.10	0.0	0.00	0.0	0.00	9.0	13.40
	OTHER	NTI	134.1	24.[illegible]	166.7	53.80	145.6	16.30	123.0	24.50	122.0	41.50
		TI	0.0	[illegible]	144.4	39.10	0.0	0.00	0.0	0.00	95.0	27.20
GROUP SIZE	INDIVIDUAL (1)	NTI	45.[illegible]	[illegible]	51.7	48.60	36.7	27.90	57.1	41.50	55.0	42.00
		TI	0.0	[illegible]	34.1	32.00	0.0	0.00	0.0	0.00	64.0	38.30
	SMALL (2-5)	NTI	17.5	22.5[illegible]	39.3	44.10	30.8	35.30	19.4	22.50	61.0	58.40
		TI	0.0	[illegible]	31.7	30.70	0.0	0.00	0.0	0.00	90.0	44.30
	MEDIUM (6-20)	NTI	54.3	35.2[illegible]	61.7	37.80	78.3	25.00	58.3	57.30	91.0	27.20
		TI	0.0	0.00	64.4	38.10	0.0	0.00	0.0	0.00	68.0	27.10
	LARGE (OVER 20)	NTI	266.8	54.2[illegible]	227.5	42.20	228.3	49.30	239.7	47.20	172.0	89.50
		TI	0.0	0.0[illegible]	244.4	[illegible]	0.0	0.00	0.0	0.00	169.0	87.20
TEACHER TYPE	PROFESSIONAL	NTI	206.1	64.10	172.5	44.20	175.0	33.00	207.5	63.30	161.0	54.10
		TI	0.0	0.00	169.2	44.20	0.0	0.00	0.0	0.00	150.0	17.70
	INSTRUCTIONAL SPEC.	NTI	10.2	16.70	15.9	20.80	0.0	0.00	11.0	35.60	21.0	25.10
		TI	0.0	0.00	30.0	35.60	0.0	0.00	0.0	0.00	25.0	18.70
	PARAPROFESSIONAL	NTI	60.4	28.30	101.7	74.40	15.0	20.50	68.2	32.50	66.0	34.50
		TI	0.0	0.00	58.3	60.90	0.0	0.00	0.0	0.00	65.0	24.00
	NO TEACHER	NTI	101.5	67.7[illegible]	56.7	37.90	178.3	52.40	89.6	58.00	135.0	25.70
		TI	0.0	0.00	77.2	67.30	0.0	0.00	0.0	0.00	147.0	7.60

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[1] See Table B-1 for a description of each instructional experience.

Table B-14

Means and Standard Deviations for CAL Instructional Experiences by Student Type and School Type for Yonkers, New York

			School Type									
			NTI/TI Demo School		TI/TI		NTI/TI		NTI/NTI		TI/TI Demo School	
Instructional Experience[1]		Student Type	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
REGULAR LANGUAGE	INDIV/PROFESSIONAL	NTI	11.8	24.80	1.7	4.10	1.7	4.10	5.6	12.00	12.0	26.80
		TI	0.0	0.00	2.2	6.70	0.0	0.00	0.0	0.00	2.0	4.50
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	1.1	6.80	0.0	0.00
		TI	0.0	0.00	4.4	13.30	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	9.1	12.70	3.3	8.20	5.0	12.20	4.4	11.20	20.0	18.10
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	34.0	29.70
	SMALL/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	.7	4.80	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
COMP. LANGUAGE	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	.7	3.50	0.0	0.00
		TI	0.0	0.00	1.1	3.30	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	.9	4.30	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	3.3	10.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	2.1	9.40	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	6.0	13.40
REGULAR MATH	INDIV/PROFESSIONAL	NTI	2.7	8.80	1.7	4.10	0.0	0.00	3.0	8.30	4.0	8.90
		TI	0.0	0.00	2.2	6.70	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	.1	1.20	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	.9	4.30	5.0	12.20	1.7	4.10	1.5	5.40	4.0	8.90
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	.8	7.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
COMP. MATH	INDIV/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	INDIV/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/PROFESSIONAL	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
	SMALL/INSTRUC. SPEC	NTI	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
		TI	0.0	0.00	1.1	3.30	0.0	0.00	0.0	0.00	0.0	0.00

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[1] See Table B-1 for a description of each instructional experience.

Tables B-15 through B-27

Regression Coefficients for Selected Instructional Experience Comparisons for Each Demonstration District

Table B-15

Regression Coefficients for Selected Instructional Experience Comparisons

Adams County, Colorado

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
CONTENT AREA	REGULAR LANGUAGE	3.8	-14.4 **
	COMP. LANGUAGE	24.2 **	5.3 **
	REGULAR MATH	2.8	-4.6
	COMP. MATH	0.0	-.4
	SPECIAL SERVICES	4.2	3.2 **
	OTHER ACADEMIC	-21.3 **	-8.2
	NON-ACADEMIC	1.4	-3.1
	OTHER	-16.6	-3.4
GROUP SIZE	INDIVIDUAL (1)	10.3	31.0 **
	SMALL (2-5)	17.2	-7.3
	MEDIUM (6-20)	23.2	-.8
	LARGE (OVER 20)	-46.0 **	-56.7 **
TEACHER TYPE	PROFESSIONAL	-46.6	-27.4
	INSTRUCTIONAL SPEC.	24.6 **	-.1
	PARAPROFESSIONAL	.6	16.5 **
	NO TEACHER	20.2	-15.7

Table B-15

Regression Coefficients for Selected Instructional Experience Comparisons

Adams County, Colorado

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	10.5	13.9 **
	SMALL (2-5)	6.4	-6.8
	MEDIUM (6-20)	-2.8	1.6
	LARGE (OVER 20)	-8.2	-24.2 **
	PROFESSIONAL	-.5	-14.9
	INSTRUCTIONAL SPEC.	-1.7	.6
	PARAPROFESSIONAL	-7.7	1.1
	NO TEACHER	8.9	.2
COMP. LANGUAGE	INDIVIDUAL (1)	2.2	-.1
	SMALL (2-5)	8.9 **	1.6
	MEDIUM (6-20)	13.3 **	3.6 **
	LARGE (OVER 20)	-.2	.2
	PROFESSIONAL	0.0	0.0
	INSTRUCTIONAL SPEC.	21.7 **	4.3 **
	PARAPROFESSIONAL	-4.7	2.2
	NO TEACHER	1.7 **	.5 **

Table B-15

Regression Coefficients for Selected Instructional Experience Comparisons Adams County, Colorado

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR MATH	INDIVIDUAL (1)	-1.9	8.4 **
	SMALL (2-5)	3.8	.1
	MEDIUM (6-20)	12.7 **	-7.2 **
	LARGE (OVER 20)	-11.6	-5.5
	PROFESSIONAL	-2.2	-3.2
	INSTRUCTIONAL SPEC.	0.0	0.0
	PARAPROFESSIONAL	-3.1	2.2
	NO TEACHER	3.1	-1.6
COMP. MATH	INDIVIDUAL (1)	0.0	-.1
	SMALL (2-5)	0.0	-.1
	MEDIUM (6-20)	0.0	-.2
	LARGE (OVER 20)	0.0	0.0
	PROFESSIONAL	0.0	-.2
	INSTRUCTIONAL SPEC.	0.0	0.0
	PARAPROFESSIONAL	-5.8	1.9
	NO TEACHER	0.0	-.1

Table B-15

Regression Coefficients for Selected Instructional Experience Comparisons
Adams County, Colorado

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	1.0	5.3
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	4.6	-5.4
	SMALL/INSTRUC. SPEC.	-1.3	.7
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	-.5
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	7.8 **	1.1
REGULAR MATH	INDIV/PROFESSIONAL	-2.6	2.9
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	-1.0	1.2
	SMALL/INSTRUC. SPEC.	0.0	0.0
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	0.0	0.0

Table B-16

Regression Coefficients for Selected Instructional Experience Comparisons Alum Rock, California

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison (SAT-CON)	NTI School Comparison (SAT-CON)
[illegible]	REGULAR LANGUAGE	-7.6	-10.5 **	8.8	-2.0
	COMP. LANGUAGE	5.1	13.6 **	-7.8	-6.8
	REGULAR MATH	-1.0	-6.5 **	3.1	-9.4
	COMP. MATH	2.2	1.8	-.5	-4.0
	SPECIAL SERVICES	1.4	.9	.5	-.2
	OTHER ACADEMIC	-11.1 **	-1.6	-13.6 **	.6
	NON-ACADEMIC	10.6	13.4 **	14.7 **	11.4
	[illegible]	.5	-3.2	5.2	.8
GROUP SIZE	INDIVIDUAL (1)	13.0	13.2	3.4	26.4
	SMALL (2-5)	3.4	6.3	23.3 **	-10.4
	MEDIUM (6-20)	-16.2	-10.0	-8.4	-10.3
	LARGE (OVER 20)	-4.4	.9	-11.0	-16.4
TEACHER TYPE	PROFESSIONAL	9.0	-7.9	-7.1	-62.4 **
	INSTRUCTIONAL SPEC.	-3.3	5.2 **	1.0	-4.0
	PARAPROFESSIONAL	14.3	9.9	28.4 **	25.3
	NO TEACHER	-27.0	-1.5	-19.1	7.3

Table B-16

Regression Coefficients for Selected Instructional Experience Comparisons Alum Rock, California

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison (SAT-CON)	NTI School Comparison (SAT-CON)
ENGLISH LANGUAGE	INDIVIDUAL (1)	4.1	5.8	9.0	12.6
	SMALL (2-5)	-2.3	1.8	11.9	-12.2
	MEDIUM (6-20)	-17.7 **	-12.5 **	-15.5 **	-4.8
	LARGE (OVER 20)	9.6	-6.6	4.3	2.2
	PROFESSIONAL	3.7	-7.3	.2	-16.6
	INSTRUCTIONAL SPEC.	-.7	1.1	-.7	-.8
	PARAPROFESSIONAL	3.0	.7	13.3 **	12.1
	NO TEACHER	-10.7	-5.2	2.2	3.6
[illegible] LANGUAGE	INDIVIDUAL (1)	5.9 **	5.1 **	-5.7 **	.4
	SMALL (2-5)	2.1	4.0 **	2.8	1.5
	MEDIUM (6-20)	2.1	.9	1.4	-9.9 **
	LARGE (OVER 20)	-4.6 **	2.9 **	-5.9 **	0.0
	PROFESSIONAL	1.5	3.4 **	-.5	0.0
	INSTRUCTIONAL SPEC.	-1.2	1.6	-2.6	-5.6
	PARAPROFESSIONAL	8.6 **	6.2 **	9.0 **	1.0
	NO TEACHER	.6	3.4 **	-5.9 **	0.0

Table B-16

Regression Coefficients for Selected Instructional Experience Comparisons Alum Rock, California

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison (SAT-CON)	NTI School Comparison (SAT-CON)
REGULAR MATH	INDIVIDUAL (1)	-2.6	1.1	-.5	11.0 **
	SMALL (2-5)	2.2	-.9	4.1	-2.8
	MEDIUM (6-20)	-2.0	-1.6	4.0	-5.9
	LARGE (OVER 20)	.9	-4.7	-4.0	-11.0 **
	PROFESSIONAL	6.8	-1.6	4.0	-15.1 **
	INSTRUCTIONAL SPEC.	0.0	0.0	0.0	0.0
	PARAPROFESSIONAL	2.4	2.6	12.4 **	7.0
	NO TEACHER	-6.0	-5.8	-6.2	1.3
COMP. MATH	INDIVIDUAL (1)	1.8	.9	2.1	-.1
	SMALL (2-5)	.1	-.4	.2	-2.1 **
	MEDIUM (6-20)	1.2	.8	-1.7	-1.8
	LARGE (OVER 20)	-.9 **	.5	-1.0 **	0.0
	PROFESSIONAL	.1	.8	.2	-1.4
	INSTRUCTIONAL SPEC.	0.0	0.0	0.0	0.0
	PARAPROFESSIONAL	6.2 **	2.3	6.4 **	0.0
	NO TEACHER	.6	.3	.7	0.0

Table B-16

Regression Coefficients for Selected Instructional Experience Comparisons Alum Rock, California

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison (SAT-CON)	TI School Comparison (SAT-CON)
[illegible]	INDIV/PROFESSIONAL	.5	6.9 **	4.5	1.6
	INDIV/INSTRUC. SPEC	.4	-.1	-.4	.4
	SMALL/PROFESSIONAL	.4	.2	-.7	-3.8
	SMALL/INSTRUC. SPEC.	-1.3	.5	1.0	0.0
COMP. [illegible]	INDIV/PROFESSIONAL	1.7 **	.9	.3	0.0
	INDIV/INSTRUC. SPEC	-.3	.2	-1.0	.4
	SMALL/PROFESSIONAL	.6	.3	.7	0.0
	SMALL/INSTRUC. SPEC.	.8	1.0	1.0	1.6
[illegible]	INDIV/PROFESSIONAL	3.9	2.2	4.1	4.2
	INDIV/INSTRUC. SPEC	0.0	0.0	0.0	0.0
	SMALL/PROFESSIONAL	.6	1.6	1.7	1.2
	SMALL/INSTRUC. SPEC.	0.0	0.0	0.0	0.0
[illegible]	INDIV/PROFESSIONAL	.6	.3	.7 **	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0	0.0	0.0
	SMALL/PROFESSIONAL	.3	.2	.3	0.0
	SMALL/INSTRUC. SPEC.	0.0	0.0	0.0	0.0

Table B-17

Regression Coefficients for Selected Instructional Experience Comparisons

Berkeley County, West Virginia

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
CONTENT AREA	REGULAR LANGUAGE	-7.1	-8.7
	COMP. LANGUAGE	10.5 **	5.5 **
	REGULAR MATH	-10.4 **	-2.8
	COMP. MATH	3.8 **	1.8
	SPECIAL SERVICES	.4	2.8
	OTHER ACADEMIC	-5.9	-.6
	NON-ACADEMIC	4.9	2.7
	OTHER	-6.4	-6.8
GROUP SIZE	INDIVIDUAL (1)	4.4	9.0
	SMALL (2-5)	17.9 **	3.2
	MEDIUM (6-20)	-8.7	-37.3 **
	LARGE (OVER 20)	-20.0	32.1
TEACHER TYPE	PROFESSIONAL	-31.4	-1.0
	INSTRUCTIONAL SPEC.	22.6 **	-7.6
	PARAPROFESSIONAL	7.0	11.6
	NO TEACHER	-9.7	-.4

Table B-17

Regression Coefficients for Selected Instructional Experience Comparisons Berkeley County, West Virginia

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	-1.1	1.1
	SMALL (2-5)	6.9	-1.8
	MEDIUM (6-20)	-16.8	-24.[illegible] **
	LARGE (OVER 20)	-3.0	20.6 **
	PROFESSIONAL	-4.1	-4.5
	INSTRUCTIONAL SPEC.	[illegible]	-4.[illegible]
	PARAPROFESSIONAL	1.[illegible]	3.[illegible]
	NO TEACHER	-6.6	[illegible]
COMP. LANGUAGE	INDIVIDUAL (1)	.6	-.1
	SMALL (2-5)	5.8 **	2.5
	MEDIUM (6-20)	1.1	1.1
	LARGE (OVER 20)	1.9	1.6
	PROFESSIONAL	2.0	1.4
	INSTRUCTIONAL SPEC.	6.9 **	3.6 **
	PARAPROFESSIONAL	-.9	-3.4
	NO TEACHER	.6	.2

Table B-17

Regression Coefficients for Selected Instructional Experience Comparisons Berkeley County, West Virginia

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR MATH	INDIVIDUAL (1)	-1.8	2.4
	SMALL (2-5)	.6	.6
	MEDIUM (6-20)	.2	-4.4
	LARGE (OVER 20)	-10.1	-.7
	PROFESSIONAL	-11.9 **	1.2
	INSTRUCTIONAL SPEC.	.3	-2.4
	PARAPROFESSIONAL	2.8	-2.1
	NO TEACHER	-4.4	-2.4
COMP. MATH	INDIVIDUAL (1)	0.0	0.0
	SMALL (2-5)	.2	.1
	MEDIUM (6-20)	3.7 **	1.6
	LARGE (OVER 20)	-.1	.1
	PROFESSIONAL	-.1	.1
	INSTRUCTIONAL SPEC.	2.7 **	1.3
	PARAPROFESSIONAL	-1.0	-3.5
	NO TEACHER	.6	.2

2

Table B-17

Regression Coefficients for Selected Instructional Experience Comparisons
Berkeley County, West Virginia

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	.3	3.3
	INDIV/INSTRUC. SPEC	0.0	-.7
	SMALL/PROFESSIONAL	4.3	3.7
	SMALL/INSTRUC. SPEC.	0.3	-1.4
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	.4	[illegible]
	SMALL/PROFESSIONAL	.9	.3
	SMALL/INSTRUC. SPEC.	2.3	1.7
REGULAR MATH	INDIV/PROFESSIONAL	2.9	1.5
	INDIV/INSTRUC. SPEC	0.3	-1.0
	SMALL/PROFESSIONAL	-1.7	1.7
	SMALL/INSTRUC. SPEC.	1.2	.4
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	.4	.1

Table B-16

Regression Coefficients for
Selected Instructional Experience Comparisons
Boston, Massachusetts

Instructional Experience		Regression Coefficient		
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	NTI/NTI-NTI/TI Demonstration School Comparison
CONTENT AREA	REGULAR LANGUAGE	-14.0 **	-5.9	-6.5
	COMP. LANGUAGE	28.8 **	13.7 **	.8
	REGULAR MATH	-2.9	-3.7 **	-10.0 **
	COMP. MATH	3.2 **	2.7 **	-.3
	SPECIAL SERVICES	2.2	2.6 **	-.6
	OTHER ACADEMIC	-5.6	-3.5	7.4
	NON-ACADEMIC	-4.4	-6.0	8.0
	[illegible]	-7.3	4.1	-8.5
GROUP SIZE	INDIVIDUAL (1)	-10.2 **	7.7 **	11.7 **
	SMALL (2-5)	10.0	12.0 **	1.7
	MEDIUM (6-20)	9.9	-6.4	32.4
	LARGE (OVER 20)	-18.4	9.1	-69.2 **
TEACHER TYPE	PROFESSIONAL	-15.5	-12.6	-8.2
	INSTRUCTIONAL SPEC.	41.1 **	24.4 **	-2.4
	PARAPROFESSIONAL	-1.8	-3.3	-15.8 **
	NO TEACHER	-24.0 **	4.6	-2.6

Table B-18

Regression Coefficients for Selected Instructional Experience Comparisons Boston, Massachusetts

Instructional Experience		Regression Coefficient		
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	NTI/NTI-NTI/TI Demonstration School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	-8.1 **	6.4 **	5.7
	SMALL (2-5)	-2.9	7.8 **	-1.6
	MEDIUM (6-20)	-3.5	-8.6 **	2.9
	LARGE (OVER 20)	-.9	-6.4	-14.6 **
	PROFESSIONAL	-1.9	-4.3	-.9
	INSTRUCTIONAL SPEC.	3.0	-.3	.1
	PARAPROFESSIONAL	-4.0	3.3	-6.5
	NO TEACHER	-15.3 **	1.5	-3.1
COMP. LANGUAGE	INDIVIDUAL (1)	1.3 **	1.6 **	.1
	SMALL (2-5)	12.8 **	6.2 **	1.7
	MEDIUM (6-20)	12.9 **	5.0 **	-1.3
	LARGE (OVER 20)	.5	.2	0.0
	PROFESSIONAL	1.0 **	.4	-.3
	INSTRUCTIONAL SPEC.	25.2 **	11.7 **	1.6
	PARAPROFESSIONAL	-1.7	4.1 **	1.2
	NO TEACHER	.3	.3	-.6

Table B-18

Regression Coefficients for Selected Instructional Experience Comparisons Boston, Massachusetts

Instructional Experience		Regression Coefficient		
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	NTI/NTI-NTI/TI Demonstration School Comparison
REGULAR MATH	INDIVIDUAL (1)	-.2	.7	3.3
	SMALL (2-5)	-3.0	-1.2	-1.1
	MEDIUM (6-20)	-1.3	4.6 **	4.4
	LARGE (OVER 20)	-1.0	-4.7 **	-17.1 **
	PROFESSIONAL	-.4	-0.0	-8.6 **
	INSTRUCTIONAL SPEC.	1.1	-.1	.6
	PARAPROFESSIONAL	-3.8	3.5	-2.4
	NO TEACHER	-2.3	-1.7	-.4
COMP. MATH	INDIVIDUAL (1)	-.1	.1	0.0
	SMALL (2-5)	2.2 **	1.0 **	-.3
	MEDIUM (6-20)	.6	1.4 **	0.0
	LARGE (OVER 20)	0.0	0.0	0.0
	PROFESSIONAL	-.3	.1	-.3
	INSTRUCTIONAL SPEC.	3.5 **	2.2 **	0.0
	PARAPROFESSIONAL	-3.5	3.2	1.2
	NO TEACHER	0.0	0.0	0.0

Table B-18

Regression Coefficients for Selected Instructional Experience Comparisons Boston, Massachusetts

Instructional Experience		Regression Coefficient		
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	NTI/NTI-NTI/TI Demonstration School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	-.7	2.2	1.7
	INDIV/INSTRUC. SPEC	.2	0.0	.1
	SMALL/PROFESSIONAL	-.3	8.3 **	-2.3
	SMALL/INSTRUC. SPEC.	.7	-.3	.7
COMP. LANGUAGE	INDIV/PROFESSIONAL	.2	.1	0.0
	INDIV/INSTRUC. SPEC	.2	.1	0.0
	SMALL/PROFESSIONAL	.3	.2	0.0
	SMALL/INSTRUC. SPEC.	9.7 **	4.1 **	2.2
REGULAR MATH	INDIV/PROFESSIONAL	.3	1.6 **	.4
	INDIV/INSTRUC. SPEC	9.0	0.0	0.0
	SMALL/PROFESSIONAL	-1.8	-1.7	-1.6
	SMALL/INSTRUC. SPEC.	0.0	-.4	.6
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0	0.0
	SMALL/INSTRUC. SPEC.	2.5 **	1.2 **	0.0

Table B-19

Regression Coefficients for
Selected Instructional Experience Comparisons
Charlotte, North Carolina

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI School Comparison
CONTENT AREA	REGULAR LANGUAGE	-15.8 **	-1.8	-5.4	-6.1
	COMP. LANGUAGE	26.0 **	13.5 **	-3.7 **	.6
	REGULAR MATH	-4.1 **	-1.7	-.1	-.8
	COMP. MATH	7.3 **	4.8 **	1.8	.1
	SPECIAL SERVICES	.2	.9	-.7	2.0
	OTHER ACADEMIC	-7.5 **	-3.5	-5.2	-7.2 **
	NON-ACADEMIC	-5.2	-5.7 **	.3	2.4
	OTHER	-.9	-11.3 **	8.9 **	9.5 **
GROUP SIZE	INDIVIDUAL (1)	2.1	-10.8 **	7.1	13.6 **
	SMALL (2-5)	28.9 **	13.8 **	4.7	8.6
	MEDIUM (6-20)	.4	18.4 **	-9.7	-23.6 **
	LARGE (OVER 20)	-37.3 **	-28.8 **	-7.6	1.1
TEACHER TYPE	PROFESSIONAL	-26.7 **	-12.3 **	12.3	-3.0
	INSTRUCTIONAL SPEC.	27.0 **	16.1 **	-7.0 **	2.9
	PARAPROFESSIONAL	12.2 **	-.6	-6.3 **	-.3
	NO TEACHER	-14.7	-8.9	-2.7	1.4

Table B-19

Regression Coefficients for Selected Instructional Experience Comparisons Charlotte, North Carolina

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	-.2	-4.6 **	.6	3.5
	SMALL (2-5)	10.2 **	3.6 **	-.4	2.4
	MEDIUM (6-20)	-7.8	5.0	-6.6	-17.7 **
	LARGE (OVER 20)	-19.9 **	-6.0	1.5	5.7
	PROFESSIONAL	-15.7 **	.5	10.2 **	-.4
	INSTRUCTIONAL SPEC.	-.5	1.2	-4.8 **	1.3
	PARAPROFESSIONAL	6.0 **	-2.0	-3.7	-3.2
	NO TEACHER	-6.3	-4.0	-5.9	-3.6
COMP. LANGUAGE	INDIVIDUAL (1)	3.6 **	1.7 **	.1	.2
	SMALL (2-5)	12.7 **	7.4 **	-1.7	.1
	MEDIUM (6-20)	9.6 **	4.4 **	-2.2 **	.2
	LARGE (OVER 20)	-.1	0.0	.1	0.0
	PROFESSIONAL	-.1	.1	.1	0.0
	INSTRUCTIONAL SPEC.	21.4 **	11.7 **	-1.6	.8
	PARAPROFESSIONAL	6.4 **	-1.2	-2.7	-3.7
	NO TEACHER	.8 **	.3	0.0	-.3

Table B-19

**Regression Coefficients for
Selected Instructional Experience Comparisons**
Charlotte, North Carolina

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI School Comparison
REGULAR MATH	INDIVIDUAL (1)	-.5	-3.6 **	1.4	3.1 **
	SMALL (2-5)	2.1	1.5	3.1 **	1.3
	MEDIUM (6-20)	-3.9	5.5 **	1.1	-2.8
	LARGE (OVER 20)	-3.4	-5.6 **	-6.1 **	-2.1
	PROFESSIONAL	-1.3	-3.9 **	-1.6	-.1
	INSTRUCTIONAL SPEC.	.1	.2	1.0 **	.4
	PARAPROFESSIONAL	1.5	-1.8	-1.1	-3.6
	NO TEACHER	[illegible]	.0	-.7	-.3
COMP. MATH	INDIVIDUAL (1)	.1	.6 **	.9 **	0.0
	SMALL (2-5)	2.3 **	1.9 **	1.6 **	.1
	MEDIUM (6-20)	3.8 **	2.1 **	-.9	0.0
	LARGE (OVER 20)	-.1	0.0	.1	0.0
	PROFESSIONAL	-.1	0.0	.1	-.1
	INSTRUCTIONAL SPEC.	5.7 **	3.8 **	1.6	.2
	PARAPROFESSIONAL	4.5 **	-1.8	-1.0	-3.7 **
	NO TEACHER	.1	.1	.1	0.0

Table B-19

Regression Coefficients for Selected Instructional Experience Comparisons

Charlotte, North Carolina

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	-.4	-0.0	2.5	1.2
	INDIV/INSTRUC. SPEC	.6	.1	-1.2 **	-.5
	SMALL/PROFESSIONAL	7.2 **	2.0	3.1	1.3
	SMALL/INSTRUC. SPEC.	.6	.3	-1.7 **	.3
COMP. LANGUAGE	INDIV/PROFESSIONAL	-.1	0.0	.1	0.0
	INDIV/INSTRUC. SPEC	2.0 **	.7	-.2	.6
	SMALL/PROFESSIONAL	0.0	0.0	0.0	0.0
	SMALL/INSTRUC. SPEC.	9.7 **	6.3 **	.2	-.1
REGULAR MATH	INDIV/PROFESSIONAL	.9	-1.0 **	.2	.9
	INDIV/INSTRUC. SPEC	0.0	0.0	0.0	0.0
	SMALL/PROFESSIONAL	3.0 **	.6	1.3	1.1
	SMALL/INSTRUC. SPEC.	.1	-0.0	.1	.1
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0	0.0	0.0
	INDIV/INSTRUC. SPEC	.8	.5 **	.7	0.0
	SMALL/PROFESSIONAL	0.0	-0.0	0.0	-.2 **
	SMALL/INSTRUC. SPEC.	1.8 **	1.3 **	.2	.1

Table B-20

Regression Coefficients for Selected Instructional Experience Comparisons Harrison County, West Virginia

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
CONTENT AREA	REGULAR LANGUAGE	-18.6 **	14.4 **
	COMP. LANGUAGE	19.4 **	10.3 **
	REGULAR MATH	-.2	-3.3
	COMP. MATH	.3	-.3
	SPECIAL SERVICES	1.5	-.8
	OTHER ACADEMIC	-5.1	-9.5 **
	NON-ACADEMIC	-2.0	-19.1 **
	OTHER	-.7	1.5
GROUP SIZE	INDIVIDUAL (1)	-3.6	11.4
	SMALL (2-5)	14.7 **	-5.0
	MEDIUM (6-20)	15.4	20.0
	LARGE (OVER 20)	-35.9	-32.8
TEACHER TYPE	PROFESSIONAL	-19.6	-25.1
	INSTRUCTIONAL SPEC.	24.6 **	13.1 **
	PARAPROFESSIONAL	-1.0	-3.0
	NO TEACHER	-12.0	8.7

Table B-20

Regression Coefficients for Selected Instructional Experience Comparisons

Harrison County, West Virginia

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	-6.6	5.1
	SMALL (2-5)	6.7	-5.2
	MEDIUM (6-20)	-2.3	13.7
	LARGE (OVER 20)	-17.8 **	.1
	PROFESSIONAL	-6.2	-.9
	INSTRUCTIONAL SPEC.	1.1	1.0
	PARAPROFESSIONAL	1.6	3.0
	NO TEACHER	-12.7 **	11.8 **
COMP. LANGUAGE	INDIVIDUAL (1)	.4 **	.2
	SMALL (2-5)	5.8 **	4.2 **
	MEDIUM (6-20)	12.6 **	5.6 **
	LARGE (OVER 20)	.1	.1
	PROFESSIONAL	.5	.3
	INSTRUCTIONAL SPEC.	18.1 **	10.4 **
	PARAPROFESSIONAL	2.4	.3
	NO TEACHER	.3	.2
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Table B-20

Regression Coefficients for Selected Instructional Experience Comparisons

Harrison County, West Virginia

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR MATH	INDIVIDUAL (1)	.4	.9
	SMALL (2-5)	.5	1.1
	MEDIUM (6-20)	1.2	.9
	LARGE (OVER 20)	-2.5	-6.3
	PROFESSIONAL	-.5	-5.7
	INSTRUCTIONAL SPEC.	.5	.3
	PARAPROFESSIONAL	2.5	.4
	NO TEACHER	-1.7	3.1
COMP. MATH	INDIVIDUAL (1)	0.0	-.1
	SMALL (2-5)	0.0	-.2
	MEDIUM (6-20)	.3	.2
	LARGE (OVER 20)	0.0	-.1
	PROFESSIONAL	0.1	-.5
	INSTRUCTIONAL SPEC.	.3	.2
	PARAPROFESSIONAL	2.4	1.0
	NO TEACHER	0.0	0.0

Table B-20

Regression Coefficients for Selected Instructional Experience Comparisons
Harrison County, West Virginia

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	-.1	.7
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	7.2	-6.2
	SMALL/INSTRUC. SPEC.	0.0	0.0
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	.2	.1
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	4.8 **	3.1 **
REGULAR MATH	INDIV/PROFESSIONAL	.2	-.2
	INDIV/INSTRUC. SPEC	.7	.3
	SMALL/PROFESSIONAL	-.7	0.0
	SMALL/INSTRUC. SPEC.	0.0	0.0
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	0.0	0.0

Table B-21

Regression Coefficients for Selected Instructional Experience Comparisons Houston, Texas

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	(NTI/TI + NTI/NTI Skipped)-NTI/NTI School Comparison	NTI/TI-Skipped NTI/NTI School Comparison
CONTENT AREA	REGULAR LANGUAGE	-13.2 **	-11.1 **	2.3	.6
	COMP. LANGUAGE	14.6 **	10.8 **	.1	5.0 **
	REGULAR MATH	-6.9 **	-.5	-1.4	.6
	COMP. MATH	4.8 **	3.6 **	.3	1.5
	SPECIAL SERVICES	2.6	1.5 **	-.7	-.1
	OTHER ACADEMIC	1.5	-4.1 **	1.4	1.5
	NON-ACADEMIC	.1	-3.5	-6.7 **	-4.4
	OTHER	-5.0	.4	3.7	4.8
GROUP SIZE	INDIVIDUAL (1)	-2.4	-3.7	-2.9	-.4
	SMALL (2-5)	-4.8	5.7 **	-2.5	1.2
	MEDIUM (6-21)	11.5	16.3 **	.4	-12.6
	LARGE (OVER 21)	-2.6	-22.4 **	6.6	18.2
TEACHER TYPE	PROFESSIONAL	-19.4	-9.5	13.2 **	11.4
	INSTRUCTIONAL SPEC.	31.2 **	14.6 **	-11.0 **	5.7
	PARAPROFESSIONAL	.2	-.3	-3.4	-5.9
	NO TEACHER	-15.5	-12.2 **	-2.3	-5.2

Table B-21

Regression Coefficients for
Selected Instructional Experience Comparisons
Houston, Texas

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	(NTI/TI + NTI/NTI Skipped)-NTI/NTI School Comparison	NTI/TI-Skipped NTI/NTI School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	-1.0	-1.0	-2.2	-2.2
	SMALL (2-5)	-2.7	2.3	-2.5	-.5
	MEDIUM (6-20)	-2.2	-6.5 **	6.4 **	-5.9
	LARGE (OVER 20)	-6.4	-4.7	1.9	8.4
	PROFESSIONAL	-12.2 **	-5.7	4.8	3.0
	INSTRUCTIONAL SPEC.	3.4 **	-.8	-2.1 **	-.3
	PARAPROFESSIONAL	-.9	2.0 **	.4	-2.3
	NO TEACHER	-7.9	-6.5 **	-2.4	-4.3
COMP. LANGUAGE	INDIVIDUAL (1)	.4	.3	-.4	.1
	SMALL (2-5)	2.7 **	2.1 **	.5	2.3 **
	MEDIUM (6-20)	11.5 **	7.3 **	.1	2.4
	LARGE (OVER 20)	.9 **	.6 **	-.1	.4
	PROFESSIONAL	1.6 **	.5	0.0	.8
	INSTRUCTIONAL SPEC.	12.9 **	9.5 **	.3	4.3 **
	PARAPROFESSIONAL	-2.3	2.7 **	-.9	-3.3
	NO TEACHER	.1	.3 **	-.1	.1

Table B-21

Regression Coefficients for
Selected Instructional Experience Comparisons
Houston, Texas

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	(NTI/TI + NTI/NTI Skipped)-NTI/NTI School Comparison	NTI/TI-Skipped NTI/NTI School Comparison
REGULAR MATH	INDIVIDUAL (1)	.4	-1.6	-1.2	-1.2
	SMALL (2-5)	-3.5 **	-0.0	-.2	.6
	MEDIUM (6-20)	-3.5	5.0 **	-2.1	-2.6
	LARGE (OVER 20)	-1.7	-6.0 **	2.6	3.7
	PROFESSIONAL	-4.8	1.1	-.3	1.2
	INSTRUCTIONAL SPEC.	-.3	.2	-.3	.1
	PARAPROFESSIONAL	-1.6	2.3 **	-.3	-2.3
	NO TEACHER	-1.7	-2.6 **	-1.3	-2.9
COMP. MATH	INDIVIDUAL (1)	.5	.3 **	-0.0	-.1
	SMALL (2-5)	1.9 **	.8 **	.3	1.4 **
	MEDIUM (6-20)	2.4 **	1.8 **	0.0	.1
	LARGE (OVER 20)	0.0	0.0	0.0	.2 **
	PROFESSIONAL	0.0	0.0	-0.0	-0.0
	INSTRUCTIONAL SPEC.	4.4 **	2.6 **	.5	1.5 **
	PARAPROFESSIONAL	-1.8	2.6 **	-.9	-3.3
	NO TEACHER	.1	.1	-.1	0.0

Table B-21

Regression Coefficients for Selected Instructional Experience Comparisons
Houston, Texas

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	(NTI/TI + NTI/NTI Skipped)-NTI/NTI School Comparison	NTI/TI-Skipped NTI/NTI School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	.8	-.6	-1.2	2.2
	INDIV/INSTRUC. SPEC	.1	-.1	-0.0	.2
	SMALL/PROFESSIONAL	-2.7	1.8	-2.3	1.8
	SMALL/INSTRUC. SPEC.	.3	-.3	-.8	-.6
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0	0.0	0.0
	INDIV/INSTRUC. SPEC	-.1	.1	-.1	.1
	SMALL/PROFESSIONAL	0.0	-0.0	-0.0	0.0
	SMALL/INSTRUC. SPEC.	3.6 **	2.1 **	.9	2.2 **
REGULAR MATH	INDIV/PROFESSIONAL	.8	-.8	.2	.1
	INDIV/INSTRUC. SPEC	.6 **	.2	-0.0	0.0
	SMALL/PROFESSIONAL	-1.1	-.6	-.6	-.1
	SMALL/INSTRUC. SPEC.	.1	-.1	-.3	0.0
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0	0.0	0.0
	INDIV/INSTRUC. SPEC	-.2	.2 **	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0	0.0	0.0
	SMALL/INSTRUC. SPEC.	2.3 **	1.3 **	.4	1.4 **

Table B-22

Regression Coefficients for Selected Instructional Experience Comparisons Mesa, Arizona

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
CONTENT AREA	REGULAR LANGUAGE	-1.0	-4.7
	COMP. LANGUAGE	20.5 **	8.9 **
	REGULAR MATH	-3.1	-2.0
	COMP. MATH	6.6 **	5.7 **
	SPECIAL SERVICES	2.7	.7
	OTHER ACADEMIC	-8.6	-9.5 **
	NON-ACADEMIC	-9.5	[illegible]
	OTHER	-5.5	4.7
GROUP SIZE	INDIVIDUAL (1)	4.9	-8.7
	SMALL (2-5)	13.0 **	21.7 **
	MEDIUM (6-20)	2.2	12.7
	LARGE (OVER 20)	-21.1	-27.9 **
TEACHER TYPE	PROFESSIONAL	-4.8	1.2
	INSTRUCTIONAL SPEC.	5.6	8.2 **
	PARAPROFESSIONAL	22.1 **	-8.4 **
	NO TEACHER	-21.3	-4.1

Table B-22

Regression Coefficients for Selected Instructional Experience Comparisons Mesa, Arizona

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	-1.3	-5.0
	SMALL (2-5)	1.3	4.4
	MEDIUM (6-20)	1.0	7.2
	LARGE (OVER 20)	-3.7	-10.0
	PROFESSIONAL	3.1	3.5
	INSTRUCTIONAL SPEC.	.3	1.7
	PARAPROFESSIONAL	.3	-0.9 **
	NO TEACHER	[illegible]	[illegible]
COMP. LANGUAGE	INDIVIDUAL (1)	1.0 **	.8
	SMALL (2-5)	17.4 **	8.0 **
	MEDIUM (6-20)	.7 **	.3
	LARGE (OVER 20)	0.0	-.5
	PROFESSIONAL	.7	-.2
	INSTRUCTIONAL SPEC.	5.8 **	2.8 **
	PARAPROFESSIONAL	17.5 **	.8
	NO TEACHER	0.0	0.0

Table B-22

Regression Coefficients for
Selected Instructional Experience Comparisons
Mesa, Arizona

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR MATH	INDIVIDUAL (1)	0.0	-1.5
	SMALL (2-5)	-.9	3.7 **
	MEDIUM (6-20)	.2	3.7
	LARGE (OVER 20)	-3.0	-8.8 **
	PROFESSIONAL	-.9	-3.1
	INSTRUCTIONAL SPEC.	-.1	.7
	PARAPROFESSIONAL	3.2	-5.8 **
	NO TEACHER	-1.7	-.2
COMP. MATH	INDIVIDUAL (1)	.8 **	.4
	SMALL (2-5)	5.2 **	4.4 **
	MEDIUM (6-20)	.8 **	.4
	LARGE (OVER 20)	-.2	.1
	PROFESSIONAL	.5	.2
	INSTRUCTIONAL SPEC.	2.6 **	2.2 **
	PARAPROFESSIONAL	7.2 **	-2.5
	NO TEACHER	0.0	0.0

Table B-22

Regression Coefficients for Selected Instructional Experience Comparisons Mesa, Arizona

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	2.8	-3.1
	INDIV/INSTRUC. SPEC	.9	.1
	SMALL/PROFESSIONAL	1.8	3.7
	SMALL/INSTRUC. SPEC.	-.6	-.1
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	.7	.3
	SMALL/INSTRUC. SPEC.	6.9 **	3.0 **
REGULAR MATH	INDIV/PROFESSIONAL	1.4	.1
	INDIV/INSTRUC. SPEC	.7	.3
	SMALL/PROFESSIONAL	0.0	2.6 **
	SMALL/INSTRUC. SPEC.	0.0	0.0
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	4.9 **	2.8 **

Table B-23

Regression Coefficients for Selected Instructional Experience Comparisons Newport, Rhode Island

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
CONTENT AREA	REGULAR LANGUAGE	-36.5	-11.7
	COMP. LANGUAGE	5.0	.6
	REGULAR MATH	4.2	-.8
	COMP. MATH	5.3 **	2.9 **
	SPECIAL SERVICES	6.0	2.5
	OTHER ACADEMIC	.7	6.1
	NON-ACADEMIC	36.5 **	-1.4
	OTHER	-9.9	-1.0
GROUP SIZE	INDIVIDUAL (1)	11.2	-15.1
	SMALL (2-5)	24.5	16.7 **
	MEDIUM (6-20)	-59.0	36.7 **
	LARGE (OVER 20)	-10.7	-67.5 **
TEACHER TYPE	PROFESSIONAL	-45.2	-15.1
	INSTRUCTIONAL SPEC.	29.2	.3
	PARAPROFESSIONAL	3.3	-4.3
	NO TEACHER	7.8	5.3

Table B-23

Regression Coefficients for Selected Instructional Experience Comparisons Newport, Rhode Island

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	1.9	-16.4
	SMALL (2-5)	13.5	14.2 **
	MEDIUM (6-20)	-48.0 **	7.3
	LARGE (OVER 20)	-7.8	-18.5
	PROFESSIONAL	-21.5	-11.2
	INSTRUCTIONAL SPEC.	-3.9	-.4
	PARAPROFESSIONAL	.9	-3.7
	NO TEACHER	-12.0	-.3
COMP. LANGUAGE	INDIVIDUAL (1)	0.0	-.9
	SMALL (2-5)	5.0	2.0
	MEDIUM (6-20)	0.0	0.0
	LARGE (OVER 20)	0.0	0.0
	PROFESSIONAL	0.0	0.0
	INSTRUCTIONAL SPEC.	5.0	.6
	PARAPROFESSIONAL	2.0	-4.2
	NO TEACHER	0.0	0.0

Table B-23

Regression Coefficients for Selected Instructional Experience Comparisons
Newport, Rhode Island

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR MATH	INDIVIDUAL (1)	3.8	2.0
	SMALL (2-5)	0.0	2.4
	MEDIUM (6-20)	-8.3	11.1 **
	LARGE (OVER 20)	3.7	-10.6 **
	PROFESSIONAL	-6.1	-1.3
	INSTRUCTIONAL SPEC.	0.0	0.0
	PARAPROFESSIONAL	2.1	-4.7
	NO TEACHER	10.2	1.1
COMP. MATH	INDIVIDUAL (1)	0.0	0.0
	SMALL (2-5)	4.0 **	2.2 **
	MEDIUM (6-20)	1.0 **	.6 **
	LARGE (OVER 20)	0.0	0.0
	PROFESSIONAL	0.0	0.0
	INSTRUCTIONAL SPEC.	1.0 **	.6 **
	PARAPROFESSIONAL	6.0	-1.0
	NO TEACHER	0.0	0.0

Table B-23

Regression Coefficients for Selected Instructional Experience Comparisons

Newport, Rhode Island

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	4.0	-7.2
	INDIV/INSTRUC. SPEC	0.0	-1.1
	SMALL/PROFESSIONAL	5.5	10.2
	SMALL/INSTRUC. SPEC.	0.0	0.0
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	10.0 **	4.7 **
REGULAR MATH	INDIV/PROFESSIONAL	2.0	-1.6
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	6.0	.4
	SMALL/INSTRUC. SPEC.	0.0	0.0
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	0.0	0.0

Table B-24

Regression Coefficients for Selected Instructional Experience Comparisons Racine, Wisconsin

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
CONTENT AREA	REGULAR LANGUAGE	-22.9 **	-2.5
	COMP. LANGUAGE	28.8 **	9.0 **
	REGULAR MATH	-4.0	1.4
	COMP. MATH	0.0	-.5
	SPECIAL SERVICES	2.5 **	0.0
	OTHER ACADEMIC	-1.3	-3.0
	NON-ACADEMIC	-4.5	-6.5
	OTHER	-3.6	1.9
GROUP SIZE	INDIVIDUAL (1)	9.5	4.6
	SMALL (2-5)	27.3 **	5.5 **
	MEDIUM (6-20)	12.2	19.4 **
	LARGE (OVER 20)	-59.2 **	-28.5 **
TEACHER TYPE	PROFESSIONAL	-18.7	-17.8 **
	INSTRUCTIONAL SPEC.	1.7	-4.8
	PARAPROFESSIONAL	27.7 **	10.8 **
	NO TEACHER	-15.1	15.5 **

Table B-24

Regression Coefficients for Selected Instructional Experience Comparisons Racine, Wisconsin

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	.8	1.5
	SMALL (2-5)	2.2	-.4
	MEDIUM (6-20)	14.7	14.1 **
	LARGE (OVER 20)	-42.9 **	-18.6 **
	PROFESSIONAL	-16.3	-4.1
	INSTRUCTIONAL SPEC.	-.0	-1.9
	PARAPROFESSIONAL	-2.3	3.2
	NO TEACHER	-4.0	1.0
COMP. LANGUAGE	INDIVIDUAL (1)	6.1 **	1.7
	SMALL (2-5)	22.7 **	8.4 **
	MEDIUM (6-20)	0.0	0.0
	LARGE (OVER 20)	0.0	-.2
	PROFESSIONAL	0.0	-0.0
	INSTRUCTIONAL SPEC.	3.9 **	1.5 **
	PARAPROFESSIONAL	22.6 **	10.1 **
	NO TEACHER	.2	-.2

Table B-24

Regression Coefficients for Selected Instructional Experience Comparisons Racine, Wisconsin

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR MATH	INDIVIDUAL (1)	.3	.5
	SMALL (2-5)	0.0	.4
	MEDIUM (6-20)	-3.0	.6
	LARGE (OVER 20)	-1.8	-1.0
	PROFESSIONAL	-1.2	-.7
	INSTRUCTIONAL SPEC.	-.1	-.5
	PARAPROFESSIONAL	-2.5	1.6
	NO TEACHER	-3.3	3.4 **
COMP. MATH	INDIVIDUAL (1)	0.0	0.0
	SMALL (2-5)	0.0	-.3
	MEDIUM (6-20)	0.0	-.3
	LARGE (OVER 20)	0.0	0.0
	PROFESSIONAL	0.0	0.0
	INSTRUCTIONAL SPEC.	0.0	-.5
	PARAPROFESSIONAL	-2.1	1.4
	NO TEACHER	0.0	0.0

Table B-24

Regression Coefficients for
Selected Instructional Experience Comparisons
Racine, Wisconsin

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	-1.0	-.3
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	5.4 **	-.3
	SMALL/INSTRUC. SPEC.	0.0	0.0
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	1.6	.7
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	1.3	.2
REGULAR MATH	INDIV/PROFESSIONAL	.3	.4
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	.9	-0.0
	SMALL/INSTRUC. SPEC.	0.0	0.0
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	0.0	0.0

Table B-25

Regression Coefficients for Selected Instructional Experience Comparisons
Santa Fe, Mexico

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
CONTENT AREA	REGULAR LANGUAGE	-2.3	4.4
	COMP. LANGUAGE	14.0 **	5.3 **
	REGULAR MATH	-2.1	5.3 **
	COMP. MATH	0.0	0.0
	SPECIAL SERVICES	2.2	1.3
	OTHER ACADEMIC	-13.7 **	3.2
	NON-ACADEMIC	.3	-19.9 **
	OTHER	1.9	12.5
GROUP SIZE	INDIVIDUAL (1)	-1.3	7.3
	SMALL (2-5)	29.3 **	28.3 **
	MEDIUM (6-20)	-13.9	19.0
	LARGE (OVER 20)	-24.2	-65.0 **
TEACHER TYPE	PROFESSIONAL	5.5	-61.3 **
	INSTRUCTIONAL SPEC.	23.2 **	-.1
	PARAPROFESSIONAL	-12.5	16.6
	NO TEACHER	-14.7	37.9 **

Table B-25

Regression Coefficients for Selected Instructional Experience Comparisons Santa Fe, New Mexico

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	.7	-.7
	SMALL (2-5)	5.7	10.8 **
	MEDIUM (6-20)	-2.7	.5
	LARGE (OVER 20)	-9.7	-9.0
	PROFESSIONAL	8.6	-17.6 **
	INSTRUCTIONAL SPEC.	2.2	-.6
	PARAPROFESSIONAL	-8.1	9.0
	NO TEACHER	-4.9	12.8 **
COMP. LANGUAGE	INDIVIDUAL (1)	1.1 **	.6
	SMALL (2-5)	10.1 **	4.6 **
	MEDIUM (6-20)	3.2 **	1.6
	LARGE (OVER 20)	.1	-1.6
	PROFESSIONAL	.5	-1.4
	INSTRUCTIONAL SPEC.	11.6 **	5.4 **
	PARAPROFESSIONAL	-.2	1.7
	NO TEACHER	0.0	0.0

Table B-25

Regression Coefficients for Selected Instructional Experience Comparisons

Santa Fe, New Mexico

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR MATH	INDIVIDUAL (1)	.9	3.3
	SMALL (2-5)	3.5	5.3 **
	MEDIUM (6-20)	-7.3 **	5.1
	LARGE (OVER 20)	-.4	-10.3 **
	PROFESSIONAL	-2.6	-4.9
	INSTRUCTIONAL SPEC.	.2	-.3
	PARAPROFESSIONAL	-1.9	2.9
	NO TEACHER	-.1	7.6 **
COMP. MATH	INDIVIDUAL (1)	0.0	0.0
	SMALL (2-5)	0.0	0.0
	MEDIUM (6-20)	0.0	0.0
	LARGE (OVER 20)	0.0	0.0
	PROFESSIONAL	0.0	0.0
	INSTRUCTIONAL SPEC.	0.0	0.0
	PARAPROFESSIONAL	-1.2	1.2
	NO TEACHER	0.0	0.0

Table B-25

Regression Coefficients for
Selected Instructional Experience Comparisons
Santa Fe, New Mexico

Instructional Experience		Regression Coefficient	
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	3.7	-2.9
	INDIV/INSTRUC. SPEC	.5	.2
	SMALL/PROFESSIONAL	7.0	5.0
	SMALL/INSTRUC. SPEC.	.7	.3
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	.3	.1
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	10.2 **	[illegible].4 **
REGULAR MATH	INDIV/PROFESSIONAL	-.8	-.3
	INDIV/INSTRUC. SPEC	0.0	-.4
	SMALL/PROFESSIONAL	1.7	1.8
	SMALL/INSTRUC. SPEC.	0.0	-.4
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0
	SMALL/INSTRUC. SPEC.	0.0	0.0

Table B-26

Regression Coefficients for
Selected Instructional Experience Comparisons
Winston-Salem, North Carolina

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI School Comparison
CONTENT AREA	REGULAR LANGUAGE	-17.6 **	-14.1 **	3.1	20.6 **
	COMP. LANGUAGE	28.3 **	16.0 **	3.1	-3.0 **
	REGULAR MATH	-1.8	.5	.3	-2.6
	COMP. MATH	.1	-.1	.1	.2
	SPECIAL SERVICES	1.6	-1.6	.6	-1.2
	OTHER ACADEMIC	-11.0 **	-1.2	5.5	4.0
	NON-ACADEMIC	-1.4	-1.4	1.0	-14.5 **
	[illegible]	1.0	-1.8	-11.6	-3.1
GROUP SIZE	INDIVIDUAL (1)	2.8	-6.6 **	-5.5	-3.5
	SMALL (2-5)	26.0 **	8.2 **	-8.6	-1.7
	MEDIUM (6-20)	8.6	10.8	25.2	17.8 **
	LARGE (OVER 20)	-27.0	-13.3	-17.0	-16.0
TEACHER TYPE	PROFESSIONAL	-23.4	6.0	18.0	8.3
	INSTRUCTIONAL SPEC.	21.8 **	11.6 **	.1	-13.0 **
	PARAPROFESSIONAL	15.3 **	-1.1	-13.3 **	-8.9 **
	NO TEACHER	-9.3	-18.8 **	-5.2	12.3

Table B-26

Regression Coefficients for
Selected Instructional Experience Comparisons
Winston-Salem, North Carolina

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI School Comparison
REGULAR LANGUAGE	INDIVIDUAL (1)	-1.1	-4.1	-4.7	-.4
	SMALL (2-5)	4.4	.5	-8.5 **	-2.4
	MEDIUM (6-20)	-1.1	-.6	10.6 **	16.8 **
	LARGE (OVER 20)	-16.5	-10.6 **	-7.1	4.5
	PROFESSIONAL	-9.4	-6.4	18.3 **	11.5 **
	INSTRUCTIONAL SPEC.	1.3	.8	-.3	-1.8
	PARAPROFESSIONAL	1.3	-3.8 **	.1	-5.3 **
	[illegible] TEACHER	-6.4	-4.1 **	-10.9	10.5 **
COMP. LANGUAGE	INDIVIDUAL (1)	2.7 **	1.0 **	-2.[illegible] **	-.2
	SMALL (2-5)	13.3 **	9.7 **	-.0	-2.0
	MEDIUM (6-20)	12.2 **	7.7 **	5.6 **	-.7
	LARGE (OVER 20)	0.3	0.0	0.0	0.0
	PROFESSIONAL	.4	.3	.6	0.0
	INSTRUCTIONAL SPEC.	14.5 **	13.0 **	6.6 **	-2.0
	PARAPROFESSIONAL	6.4	.6	-1.5	-5.9 **
	[illegible] TEACHER	2.3 **	1.0 **	-.0	-.1

166

Table B-26

Regression Coefficients for
Selected Instructional Experience Comparisons
Winston-Salem, North Carolina

Instructional Experience		**Regression Coefficient**			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI School Comparison
REGULAR MATH.	INDIVIDUAL (1)	-.3	-2.0 **	1.0	.3
	SMALL (2-5)	5.4 **	.6	-2.3	2.[illegible]
	MEDIUM (6-20)	.2	1.2	-6.5	2.4
	LARGE (OVER 20)	-5.1	.3	8.5	-7.3 **
	PROFESSIONAL	-2.3	3.4	-.9	-2.8
	INSTRUCTIONAL SPEC.	0.0	-.1	0.0	-.3
	PARAPROFESSIONAL	.4	-1.6	1.3	-3.3 **
	NO TEACHER	-.2	-2.4	-.3	.7
COMP. MATH	INDIVIDUAL (1)	0.0	0.0	0.0	0.0
	SMALL (2-5)	0.0	-.1	[illegible]	.2
	MEDIUM (6-20)	.1	0.0	.1	0.0
	LARGE (OVER 20)	0.0	0.0	0.0	0.0
	PROFESSIONAL	0.0	0.0	0.0	0.0
	INSTRUCTIONAL SPEC.	.1	0.0	.1	0.0
	PARAPROFESSIONAL	-.5	-1.7	.9	-3.6 **
	NO TEACHER	0.0	0.0	0.0	0.0

Table B-26

Regression Coefficients for
Selected Instructional Experience Comparisons
Winston-Salem, North Carolina

Instructional Experience		Regression Coefficient			
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI School Comparison
REGULAR LANGUAGE	INDIV/PROFESSIONAL	1.1	-.4	.2	-1.0
	INDIV/INSTRUC. SPEC	0.0	0.0	0.0	0.0
	SMALL/PROFESSIONAL	6.4	-.9	-3.0	-.3
	SMALL/INSTRUC. SPEC.	1.3 **	.4	-2.2 **	-.1
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0	0.0	0.0
	INDIV/INSTRUC. SPEC	3.9 **	1.1 **	-3.4 **	-.1
	SMALL/PROFESSIONAL	0.0	0.0	0.0	[illegible]
	SMALL/INSTRUC. SPEC.	7.1 **	6.5 **	2.4	-1.4
REGULAR MATH	INDIV/PROFESSIONAL	-1.0	.1	-0.0	.2
	INDIV/INSTRUC. SPEC	1.0	0.0	0.0	0.0
	SMALL/PROFESSIONAL	1.2	-.1	-2.0	1.1
	SMALL/INSTRUC. SPEC.	0.0	0.0	0.0	0.0
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0	0.0	0.0
	INDIV/INSTRUC. SPEC	0.0	0.0	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0	0.0	0.0
	SMALL/INSTRUC. SPEC.	0.0	0.0	0.0	0.0

Table B-27

**Regression Coefficients for
Selected Instructional Experience Comparisons**
Yonkers, New York

Instructional Experience		Regression Coefficient				
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI/TI & NTI/TI Demon- NTI/NTI School Compar.	NTI/TI-NTI/TI Demonstration School Compar.
CONTENT AREA	REGULAR LANGUAGE	-5.4	-19.3 **	14.8 **	-42.0 **	-48.9
	TITLE I READ	12.0 **	9.1 **	-.4	-2.3	10.3
	REGULAR MATH	-4.0	4.1	7.0 **	-3.0	-39.5 **
	TITLE I MATH	6.1 **	5.2 **	0.0	0.0	11.1 **
	SPECIAL SERVICES	2.3	4.7 **	-1.6	0.0	7.6
	OTHER ACADEMIC	-2.4	-11.1	-14.1 **	20.3	-27.7
	NON-ACADEMIC	4.4	-2.1	-10.8	17.0	57.2 **
	T-ED	-14.4	15.8 **	13.6 **	11.7	19.5
GROUP SIZE	INDIVIDUAL (1)	-3.3	-4.4	-12.7	-9.9	-25.7
	SMALL (2-5)	6.2	29.1 **	1.0	13.3	-23.6
	MEDIUM (6-20)	-10.1	11.2	1.2	24.0	22.1
	LARGE (OVER 20)	7.0	-34.1 **	18.9	-38.5	22.5
TEACHER TYPE	PROFESSIONAL	-10.6	-43.2 **	-8.0	-31.1	-3.1
	INSTRUCTIONAL SPEC.	9.1	13.7 **	-2.9	-10.2	13.6
	PARAPROFESSIONAL	-7.2	17.7 **	-12.9	-51.4 **	-16.9
	[illegible]	11.3	2.7	29.4 **	74.7 **	2.6

Table B-27

Regression Coefficients for Selected Instructional Experience Comparisons
Yonkers, New York

Instructional Experience		Regression Coefficient				
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI/TI & NTI/TI Demon.-NTI/NTI School Compar.	NTI/TI-NTI/TI Demonstration School Compar.
REGULAR LANGUAGE	INDIVIDUAL (1)	3.1	-9.1	-2.2	-21.4	-10.7
	SMALL (2-5)	5.3	8.2 **	1.6	-6.5	-11.5
	MEDIUM (6-20)	-6.4	-7.0	15.7	12.4	3.8
	LARGE (OVER 20)	-6.6	-11.3	6.1	-28.9	-33.1
	PROFESSIONAL	-6.1	-14.0 **	9.0	-22.3	-44.4 **
	INSTRUCTIONAL SPEC.	3.3	-2.7	.9	-8.4	7.9
	PARAPROFESSIONAL	-1.9	-7.8	9.6 **	-28.5 **	-8.2
	TEACHER	-.7	-2.7	8.1	-5.8	-5.4
COMP. LANGUAGE	INDIVIDUAL (1)	1.6	.5	.7	-1.6	3.3
	SMALL (2-5)	9.2 **	6.2 **	-.7	-.7	3.8
	MEDIUM (6-20)	.6	6.1 **	-.6	0.0	1.3
	LARGE (OVER 20)	.2	.6	.2	-.2	2.0
	PROFESSIONAL	.8	.5	.4	-.5	2.0
	INSTRUCTIONAL SPEC.	7.3 **	6.6 **	-2.0	0.0	-.8
	PARAPROFESSIONAL	-.1	-7.4	10.7 **	-25.5 **	-6.3
	TEACHER	4.3 **	3.7 **	.6	-.5	9.2 **

Table B-27

Regression Coefficients for
Selected Instructional Experience Comparisons
Yonkers, New York

Instructional Experience		Regression Coefficient Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI/TI & NTI/TI Demon.-NTI/NTI School Compar.	NTI/TI-NTI/TI Demonstration School Compar.
REGULAR MATH	[illegible] (1)	[illegible]	6.9 **	-3.1	-1.8	-21.3 **
	SMALL (2-5)	-7.1 **	3.6	.3	6.1	-10.7
	MEDIUM (6-20)	-2.2	1.8	-4.4	1.7	-3.1
	LARGE (OVER 20)	7.7	-9.1 **	14.0 **	-10.7	.2
	PARAPROFESSIONAL	-2.0	-9.5 **	1.0	-13.5 **	-13.0
	INSTRUCTIONAL SPEC.	0.1	-.5	-.7	0.0	0.0
	[illegible]	-3.3	-5.3	11.3 **	-23.1 **	-5.7
	[illegible]	5.4	8.8 **	5.7	7.1	-17.2
COMP. MATH	[illegible] (1)	0.0	0.0	0.0	0.0	0.0
	SMALL (2-5)	3.1 **	1.6 **	0.0	0.0	-.7
	MEDIUM (6-20)	4.4 **	3.2 **	0.0	0.0	10.5 **
	LARGE (OVER 20)	0.0	0.0	0.0	0.0	0.0
	PARAPROFESSIONAL	.8	.6 **	0.0	0.0	2.0
	INSTRUCTIONAL SPEC.	5.1 **	3.0 **	0.0	0.0	3.9
	[illegible]	.2	-7.2	10.9 **	-25.5 **	-3.6
	[illegible]	1.2 **	1.4 **	0.0	0.0	4.6 **

Table B-27

Regression Coefficients for
Selected Instructional Experience Comparisons
Yonkers, New York

Instructional Experience		Regression Coefficient				
		Title I/Non-Title I Student Comparison	Title I/Non-Title I School Comparison	TI School Comparison	NTI/TI & NTI/TI Demon.-NTI/NTI School Compar.	NTI/TI-NTI/TI Demonstration School Compar.
REGULAR LANGUAGE	INDIV/PROFESSIONAL	-1.7	-2.7	4.0	-10.2	4.9
	INDIV/INSTRUC. SPEC	2.2	.8	-1.1	[illegible]	5.2
	SMALL/PROFESSIONAL	5.3	6.2 **	3.8	-4.1	-15.4
	SMALL/INSTRUC. SPEC.	0.0	-.5	-.7	0.0	[illegible]
COMP. LANGUAGE	INDIV/PROFESSIONAL	0.0	0.0	0.0	0.0	[illegible]
	INDIV/INSTRUC. SPEC	.4	-.1	-.7	0.0	1.3
	SMALL/PROFESSIONAL	1.7	1.0	.7	-.9	3.9
	SMALL/INSTRUC. SPEC.	3.0	-.3	-2.1	0.0	-4.2
REGULAR MATH	INDIV/PROFESSIONAL	-1.7	-.8	-.0	-2.7	3.2
	INDIV/INSTRUC. SPEC	[illegible]	-.1	-.1	0.0	0.0
	SMALL/PROFESSIONAL	-4.5 **	.6	-.6	.8	[illegible]
	SMALL/INSTRUC. SPEC.	0.0	-.6	-.8	0.0	0.0
COMP. MATH	INDIV/PROFESSIONAL	0.0	0.0	0.0	0.0	[illegible]
	INDIV/INSTRUC. SPEC	0.0	0.0	0.0	0.0	0.0
	SMALL/PROFESSIONAL	0.0	0.0	0.0	0.0	[illegible]
	SMALL/INSTRUC. SPEC.	.4	.4 **	0.0	0.0	1.3

District-by-District Summary of Data
Presented in Tables B-15 through B-27

Adams County #12, Colorado

Descriptive statistics by student and school type for each different instructional experience included in this study are presented in Table B-2, while the results of analyses for the above contrasts are given in Table B-15. It should be noted that CAL data were available for only nine Title I children in Adams County, and thus, comparisons of Title I with non-Title I students should be interpreted with caution.

The regression contrasts show that Title I students received more compensatory instruction in language arts that non-Title I students, perhaps at the expense of losing instruction in other academic areas (science or social studies). Title I students also received more instruction in small classes and less in large classes than non-Title I students. This small group instruction was largely compensatory language arts, delivered by instructional specialists rather than professionals.

Contrasting Title I with non-Title I schools shows that students in non-Title I schools received more regular classroom instruction in language arts, especially large group instruction and instruction delivered by professionals than did students in Title I schools. On the other hand, the latter group received more compensatory instruction in language arts and, in general, more instruction delivered on an individualized basis.

Berkeley County, West Virginia

Descriptive statistics for each instructional experience by student and school type are presented in Table B-4, while results of the analyses contrasting Title I with non-Title I students, and Title I with non-Title I schools are given in Table B-17. Comparing Title I students with non-Title I students in Title I schools reveals that Title I students received more compensatory language arts and mathematics instruction (especially delivered by professionals and instructional specialists), but less regular classroom language arts and mathematics instruction.

Across all content areas, Title I students received more instruction in small group settings, and more instruction by instructional specialists, while non-Title I students were more likely to receive instruction in large groups, delivered by professionals.

Contrasting students in Title I schools with students in non-Title I schools shows that the latter group received more regular classroom language arts instruction, while the former received more compensatory work in the same subject. As a whole, students in Title I schools received more large group instruction (especially regular classroom language arts) while students in non-Title I schools received more medium group instruction in that subject.

Racine, Wisconsin

Descriptive statistics by instructional experience for Title I and non-Title I students in Title I and non-Title I schools are presented in Table 6-11. The results of analyses contrasting those groups of students are shown in Table B-24. Comparing Title I students with non-Title I students in the same schools shows that the former group received more compensatory but less regular classroom language arts instruction than the latter. In addition, Title I students received more instruction (especially compensatory language arts) small groups, while non-Title I students received more instruction in large group settings. Finally, Title I students were more likely to be taught by paraprofessionals (again in compensatory language arts) than non-Title I students, who spend more of their time with professionals.

Contrasting all students in Title I schools with all students in non-Title I schools shows that while the former group received more compensatory language instruction than the latter, both groups spent about the same amount of time in all other activities including regular classroom language arts. Title I schools were more likely to provide individual, small, or medium group instruction, while non-Title I schools provided more paraprofessional help, let students work without direct adult supervision more often, and used less professional time than non-Title I schools.

Mesa, Arizona

Descriptive statistics for each instructional experience by student and school type are presented in Table B-9, while the results of analyses comparing Title I and non-Title I students and schools are given in Table B-22. The contrast of Title I with non-Title I students in the same schools reveals that Title I students received more compensatory language arts and mathematics instruction, but somewhat less instruction in other academic and in non-academic areas than non-Title I students. Title I students received the compensatory language arts and mathematics instruction in small groups taught by paraprofessionals, while non-Title I students were more likely to receive large group instruction.

The Title I/non-Title I schools contrast shows that students in Title I schools received more compensatory language arts and mathematics, but less other academic instruction (science or social studies) on the average than students in non-Title I schools. In addition, students in Title I schools were more likely to receive instruction in small or medium groups, while large group instruction was more prevalent in non-Title I schools. Finally, paraprofessionals were used slightly more in non-Title I schools, while instructional specialists taught more in Title I schools.

Newport, Rhode Island

Descriptive statistics for each instructional experience by student and school type are given in Table B-10, while results of analyses contrasting Title I and non-Title I students in Title I and non-Title I schools are shown in Table B-23. The reader should note that CAL data were available on only five

Title I students in Newport, and comparisons of Title I with non-Title I children should be interpreted with caution. Contrasting Title I with non-Title I students in the same schools shows that Title I students received more academic instruction and less regular classroom language arts instruction than non-Title I pupils. Title I students also received more instruction in small groups and were more likely to be taught by instructional specialists than non-Title I students who received more medium and large group instruction and more professional teaching.

Comparing all students in Title I schools with all students in non-Title I schools shows that non-Title I schools delivered somewhat more regular classroom language arts instruction, especially on an individual and large group level. Title I schools delivered more small and medium group instruction for both regular classroom language arts and mathematics.

Santa Fe, New Mexico

Descriptive statistics by instructional experience for Title I and non-Title I students in Title I and non-Title I schools are presented in Table B-12. The results of analyses contrasting those groups of students are shown in Table B-25. A comparison of Title I with non-Title I students in the same schools shows that Title I students received more compensatory language arts instruction but less instruction in other academic areas (science or social studies) than non-Title I children. Title I students also received more small group and less medium and large group instruction as well as more instruction delivered by instructional specialists and less by paraprofessionals and without direct supervision than non-Title I students. Further examination of compensatory instruction in language arts shows the Title I/non-Title I differences to be largest for instruction delivered in small groups and instruction delivered by instructional specialists.

Contrasting Title I with non/Title I schools shows that on the average, students in Title I schools received more regular classroom instruction in mathematics and language arts as well as more compensatory instruction in language arts than students in non-Title I schools. On the other hand, the latter group spent more time in non-academic areas such as fine arts and cultural enrichment. Students in non-Title schools also spend more time in large classes and classes taught by professionals while children in Title I schools are more likely to be in small classes and classes taught by paraprofessionals or without direct supervision.

Harrison County, West Virginia

Descriptive statistics for each instructional experience by student and school type are given in Table B-7 , while results of analyses contrasting Title I and non-Title I schools are shown in Table B-20. Comparing Title I with non-Title I students in the same schools shows that Title I students receive more compensatory but less classroom instruction in language arts than non-Title I students. Title I students spend more time in small and medium classes and receive more instruction by instructional specialists than non-Title I children, who are more likely to be taught in large classes by professionals or without direct adult supervision.

The Title I/non-Title I schools contrast shows that students in Title I schools received more regular classroom and more compensatory instruction in language arts than students in non-Title I schools, who spent more time in other academic areas (fine arts, cultural enrichment, physical education). Students in Title I schools also spent more time in individualized and medium classes and received more instruction from instructional specialists while students in non-Title schools spent more time in large classes with professionals delivering instruction.

Boston, Massachusetts

Descriptive statistics by instructional experience for Title I and non-Title I students in Title I and non-Title I schools are presented in Table B-5, while the results of analyses contrasting various groups of students are given in Table B-18. Comparing Title I with non-Title I students in the same schools reveals that Title I students received more compensatory but less regular classroom instruction in langauge arts than non-Title I children. In addition, Title I students spent more time (especially compensatory language art) in small and medium classes and classes taught by instructional specialists than non-Title I students, who spent more time (especially regular language arts) in individualized settings and large classes, and received more instruction from professionals as well as spent more time without direct adult supervision.

Comparing Title I schools with non-Title I schools shows that students in the former group received more compensatory language arts instruction and slightly less instruction in a variety of areas than students in non-Title I schools. Students in Title I schools also received more individualized and small group work and more instruction by instructional specialists (especially in compensatory language arts) than students in non-Title I schools who received more instruction from professionals.

Houston, Texas

Descriptive statistics for each instructional experience by student and school type are presented in Table B-8, while results of the analyses contrasting various groups of students are given in Table B-21. Comparing Title I with non-Title I students in the same school shows that Title I students received more compensatory instruction in language arts and math but less regular classroom instruction in those subjects than non-Title I students in the same schools. The additional compensatory language arts instruction was delivered in medium groups taught by instructional specialists.

Contrasting Title I with non-Title I schools shows that students in the former group received more compensatory but less regular classroom language arts instruction. In addition, students in Title I schools received more small and medium group work than students in non-Title I schools who had more large group instruction. Finally, instructional specialists were used more in Title I schools while professionals and no direct supervision were used more in non-Title I schools.

Charlotte, North Carolina

Descriptive statistics for each instructional experience presented in Table B-6, while the results of analyses comparing Title I and non-Title I students and schools are given in Table B-19. A comparison of Title I with non-Title I students in the same school shows that Title I students received more compensatory language arts and mathematics instruction but less regular classroom instruction in these two areas and less non-academic instruction than non-Title I children. Title I students received more instruction in small groups and by instructional specialists and paraprofessionals than non-Title I students who were more likely to receive large group instruction, and spent more time with professional teachers.

Comparing Title I schools with non-Title I schools shows that students in the former group received more compensatory services in language arts and mathematics and about the same amount of regular classroom services as students in non-Title I schools. Pupils in Title I schools were also more likely to receive instruction in small or medium group settings, while students in non-Title I schools received more individualized and large group instruction. With respect to teacher type, Title I schools provided more instructional specialist time while non-Title schools used more time by professionals.

Winston-Salem, North Carolina

Descriptive statistics for each instructional experience by student and school type are given in Table B-13, while the results of analyses comparing various groups of Title I and non-Title Pupils are shown in Table B-26. An examination of the results of the Title I/non-Title I student comparison shows that Title I pupils received more compensatory language arts instruction and less regular language arts and non-academic instruction than non-Title I students in the same school. Furthermore, Title I students were more likely to receive instruction in small groups and to be taught by instructional specialists or paraprofessionals than non-Title I students who received more large group instruction and were more often taught by professionals.

Comparing students in Title I schools with students in non-Title I schools reveals that the former group received more compensatory and less regular classroom language arts instruction than the latter. Students in Title I schools also received more small and medium group instruction and more instruction delivered by instructional specialists than students in non-Title I schools who were more likely to receive individualized instruction and spend time without direct adule supervision.

Alum Rock, California

Descriptive statistics for each instructional experience by student and school type are presented in Table B-3, while the results of analyses contrasting groups of Title I and non-Title I students are shown in Table B-16. The Title I/non-Title I student contrast reveals few differences between these groups of pupils other than the fact that Title I students received less non-academic instruction than non-Title I students in the same school. On the other hand, a comparison of students in Title I schools with students in non-Title I schools shows that the former group received more compensatory language arts and more special services than the latter which received more regular language arts and mathematics.

Yonkers, New York

Descriptive statistics for each instructional experience by student and school type are presented in Table B-14, while the result of analyses comparing groups of students and schools are given in Table B-27. The Title I/non-Title student contrast shows that the former group received more compensatory language arts and mathematics instruction but about the same amount of regular services in these areas than non-Title I students in the same schools.

On the other hand, the school type comparison reveals that students in Title I schools received more compensatory but less regular language arts instruction, more compensatory mathematics, and more other academic instruction than students in non-Title I schools. Title I schools also provided more small group instruction and more instructional time by paraprofessionals and instructional specialists than non-Title I schools which were more likely to provide large group instruction and instruction by professionals.

Figures B-1 through B-7

Average Number of Minutes and Proportion of Instructional Day Devoted to Various Activities

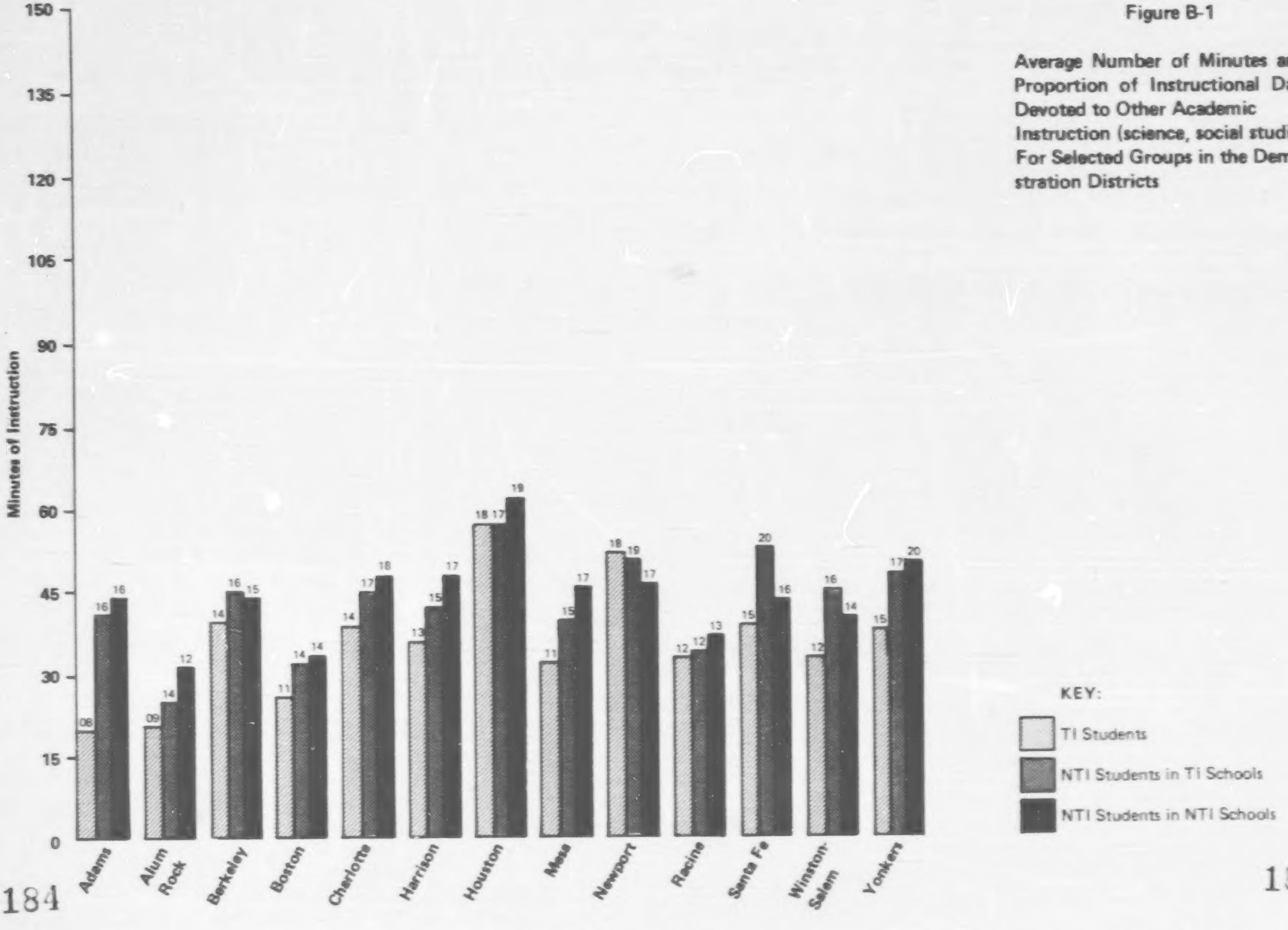


Figure B-1

Average Number of Minutes and Proportion of Instructional Day Devoted to Other Academic Instruction (science, social studies) For Selected Groups in the Demonstration Districts

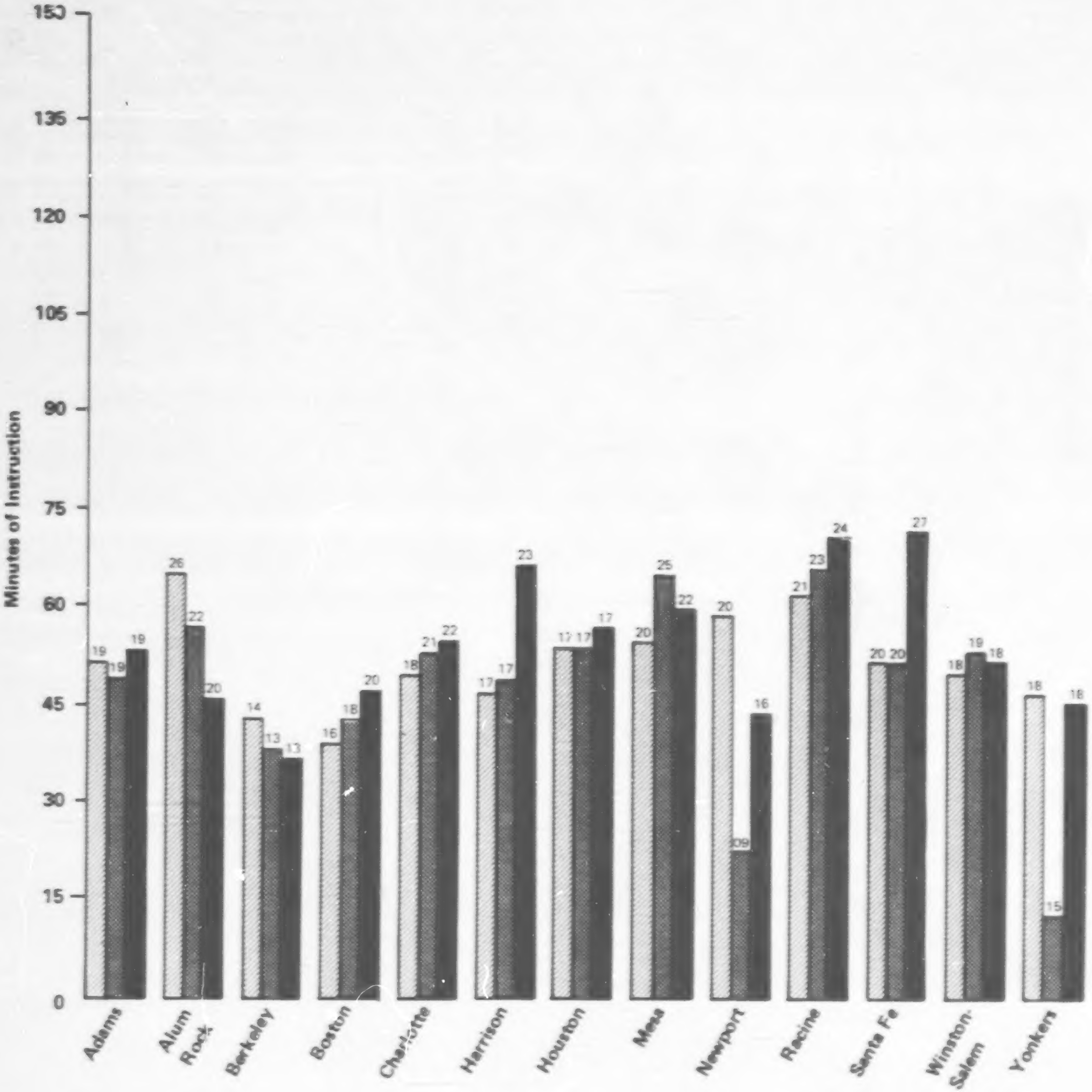


Figure B-2

Average Number of Minutes and Proportion of Instructional Day Devoted to Non Academic Instruction (fine arts, cultural arts, phys. ed.) For Selected Groups in the Demonstration Districts

KEY:

- ▢ TI Students
- ▨ NTI Students in TI Schools
- ■ NTI Students in NTI Schools

Figure B-3

Average Number of Minutes and Proportion of Instructional Day Offered in Individualized Instruction For Selected Groups in the Demonstration Districts

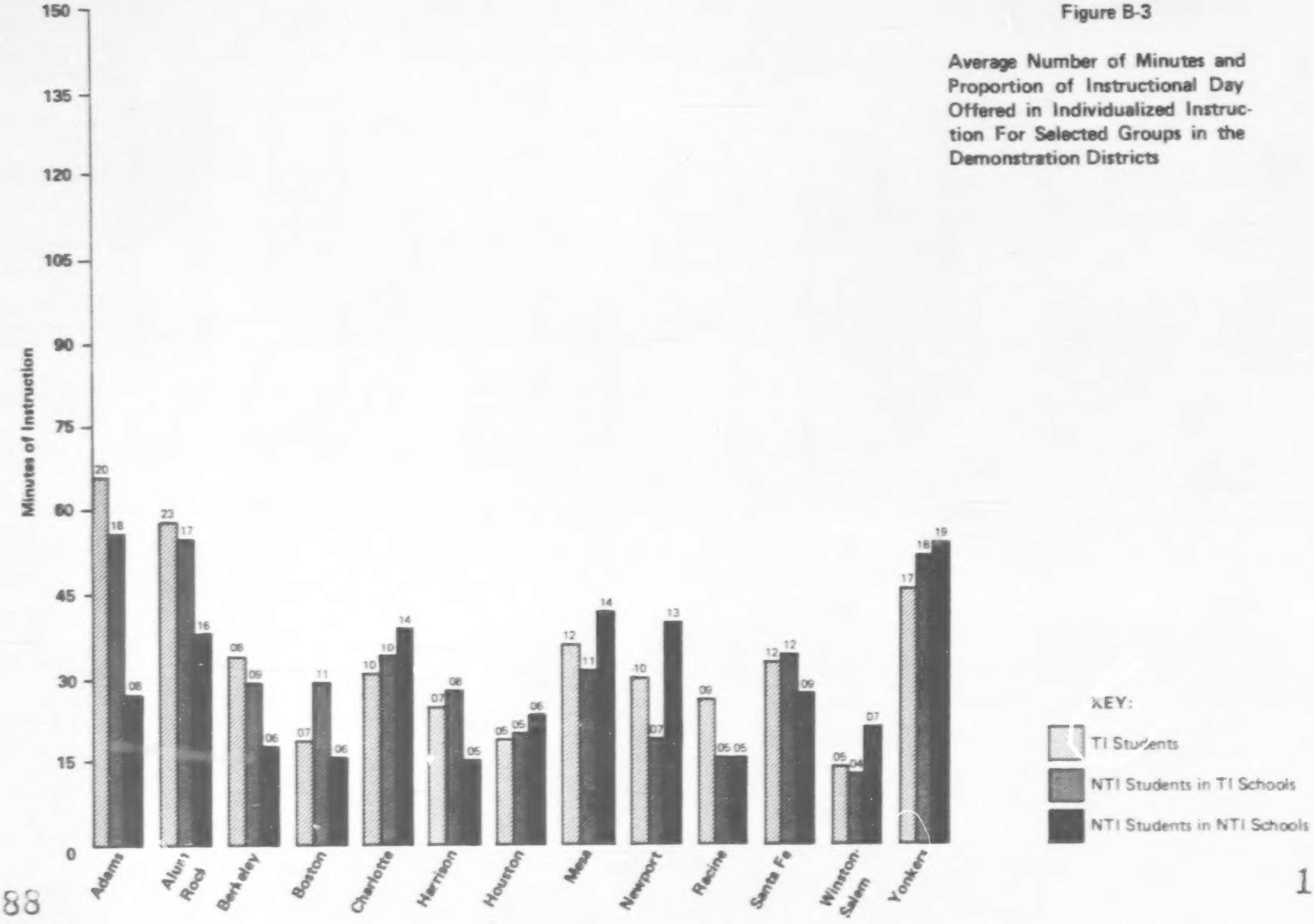
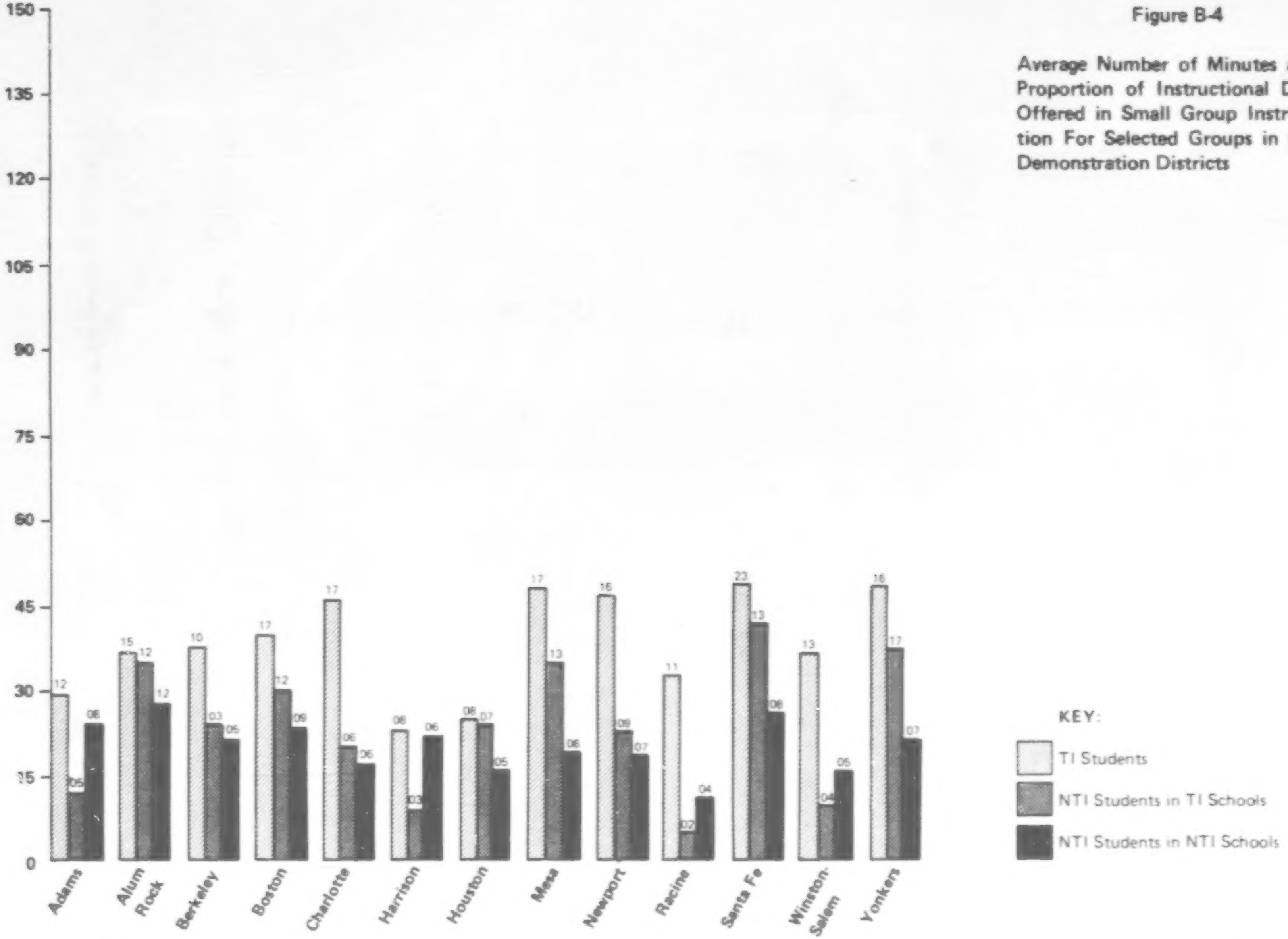


Figure B-4

Average Number of Minutes and Proportion of Instructional Day Offered in Small Group Instruction For Selected Groups in the Demonstration Districts



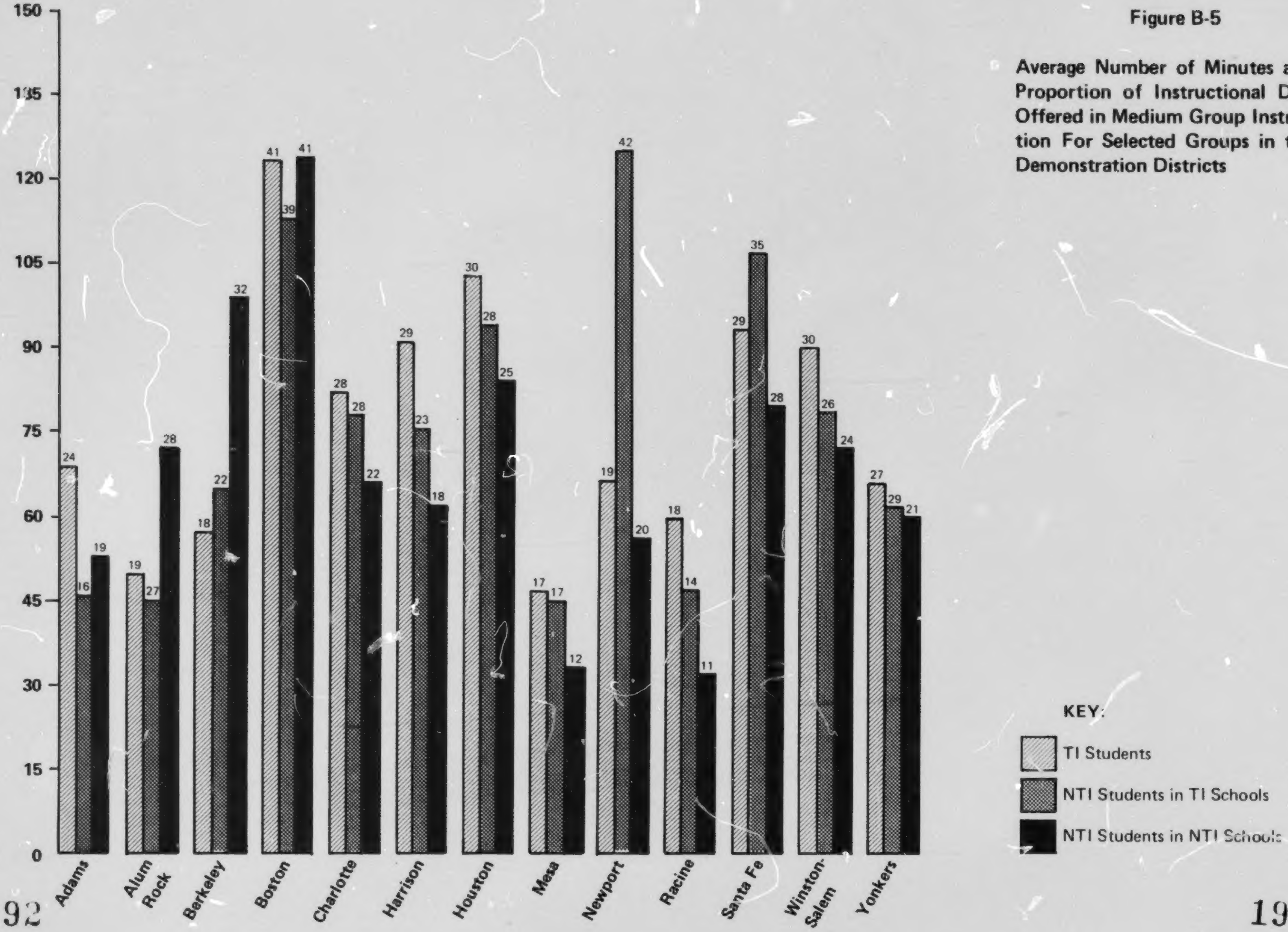


Figure B-5

Average Number of Minutes and Proportion of Instructional Day Offered in Medium Group Instruction For Selected Groups in the Demonstration Districts

Figure B-6

Average Number of Minutes and Proportion of Instructional Day Delivered by Instructional Specialists For Selected Groups in the Demonstration Districts

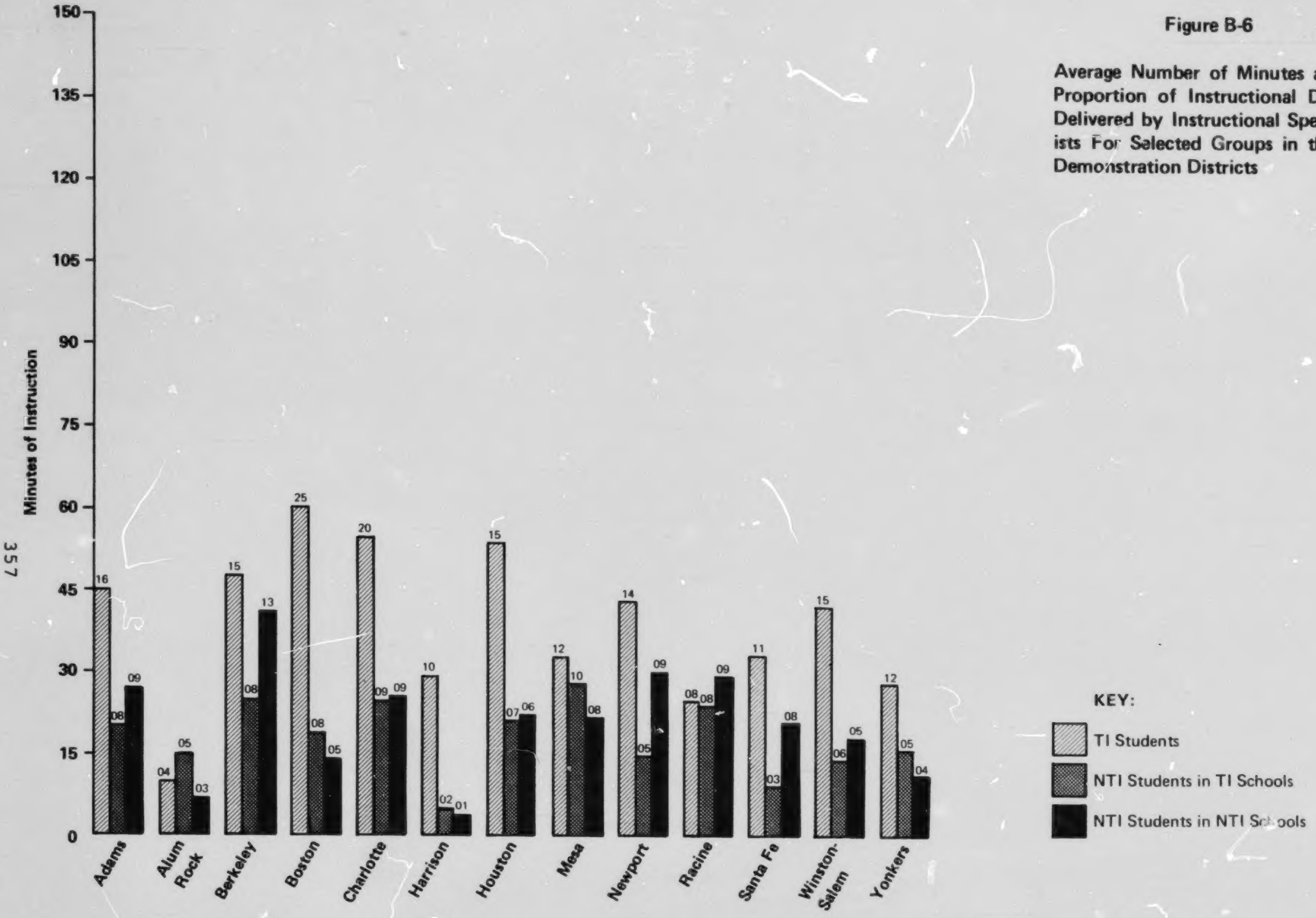
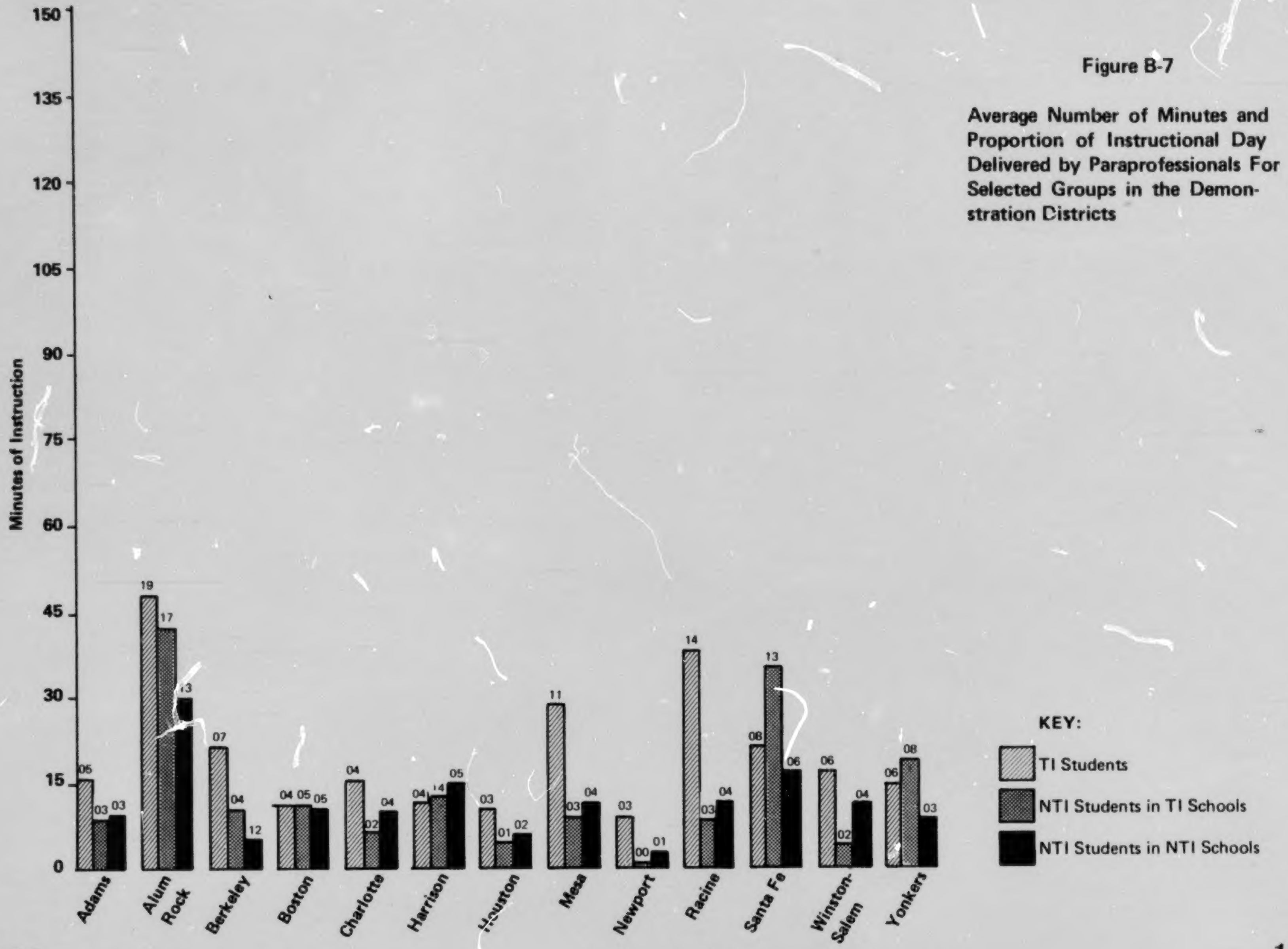


Figure B-7

Average Number of Minutes and Proportion of Instructional Day Delivered by Paraprofessionals For Selected Groups in the Demonstration Districts



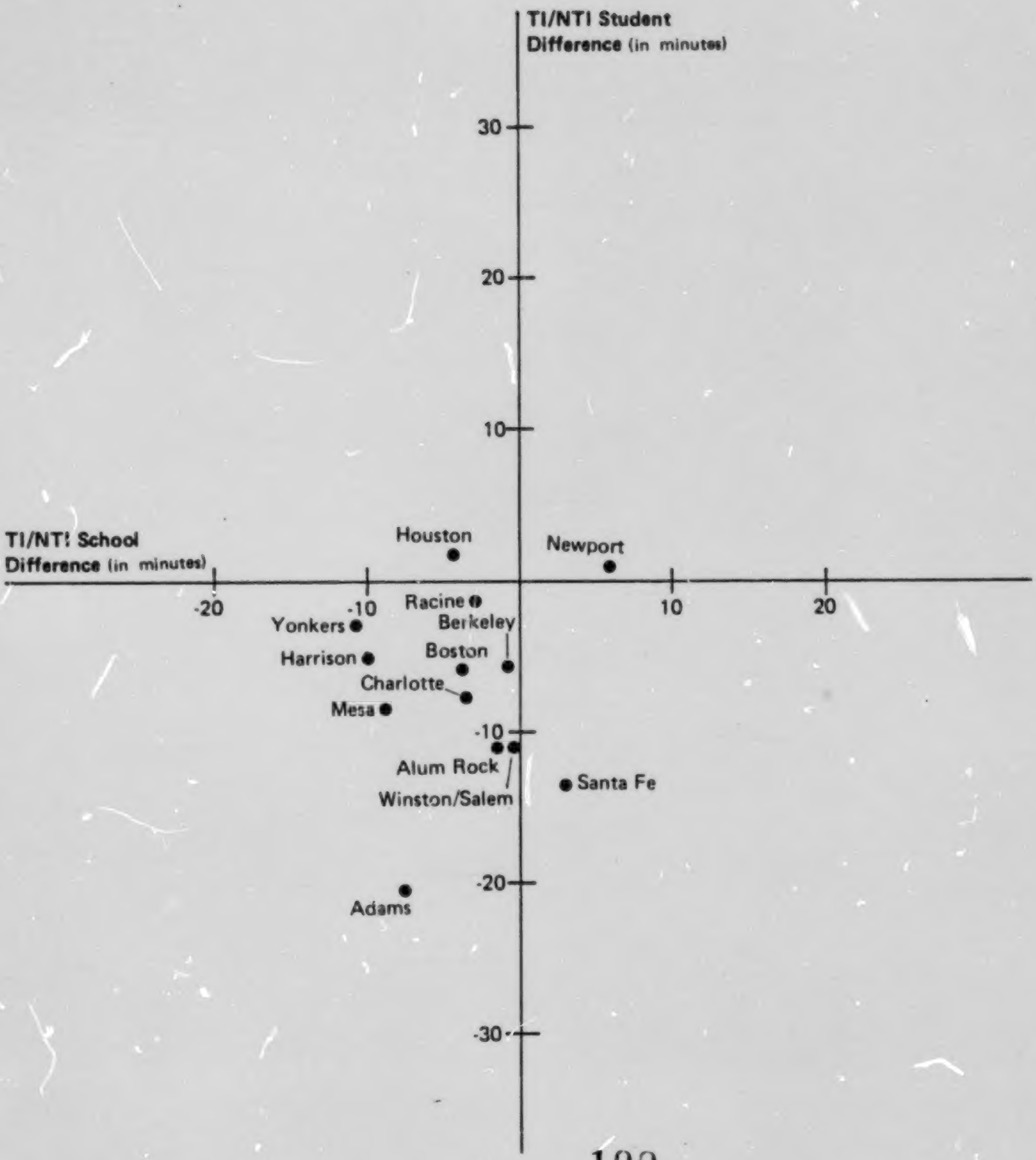
FIGURES B-8 THROUGH B-17

Cross-District Survey of Differences Between Title I/non-Title I Students and Between Title I/non-Title I Schools for Average Number of Minutes of Various Instructional Experiences

198

Figure B-8

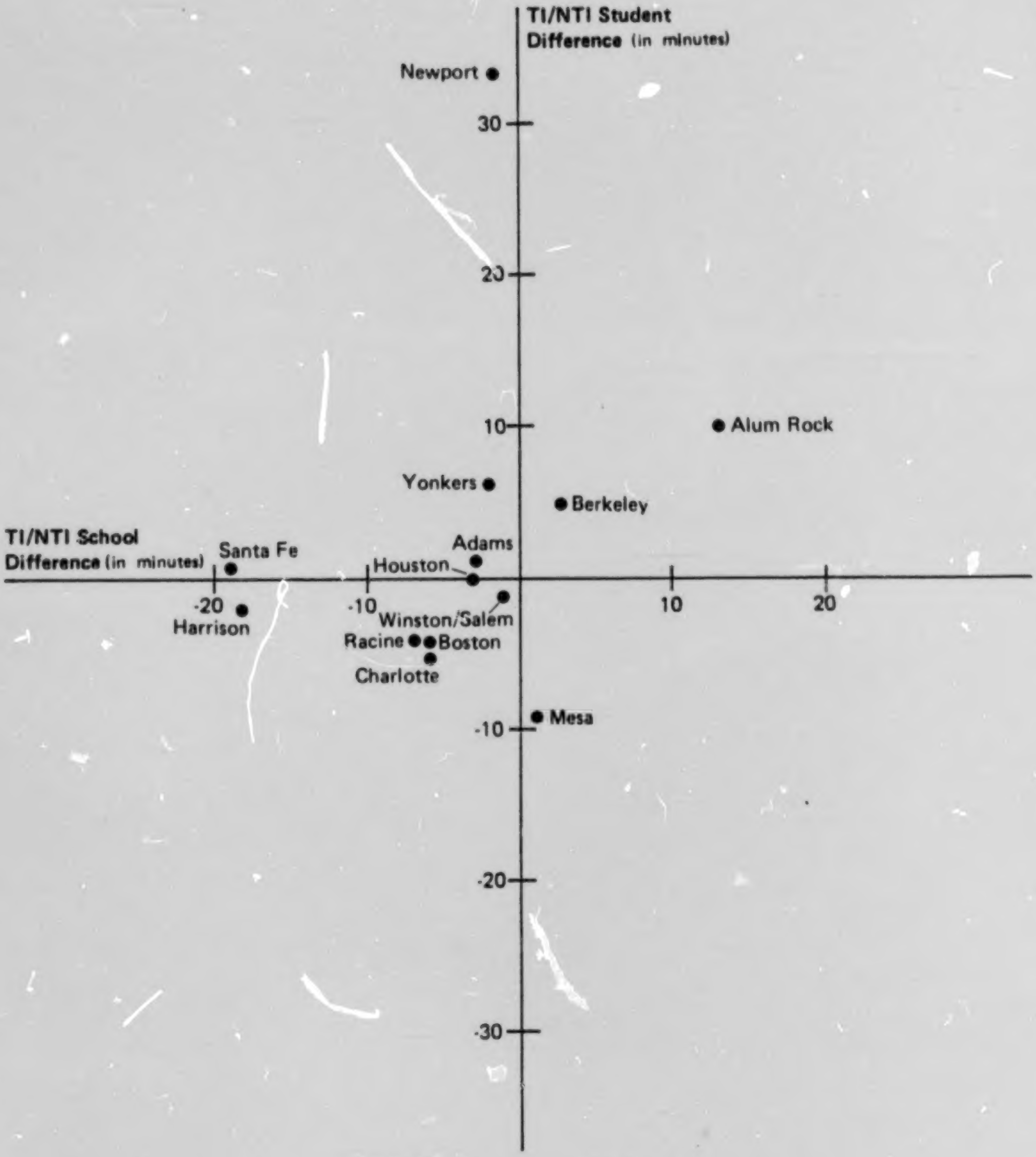
Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Other Academic Instruction (Science, Social Studies)



199

Figure B-9

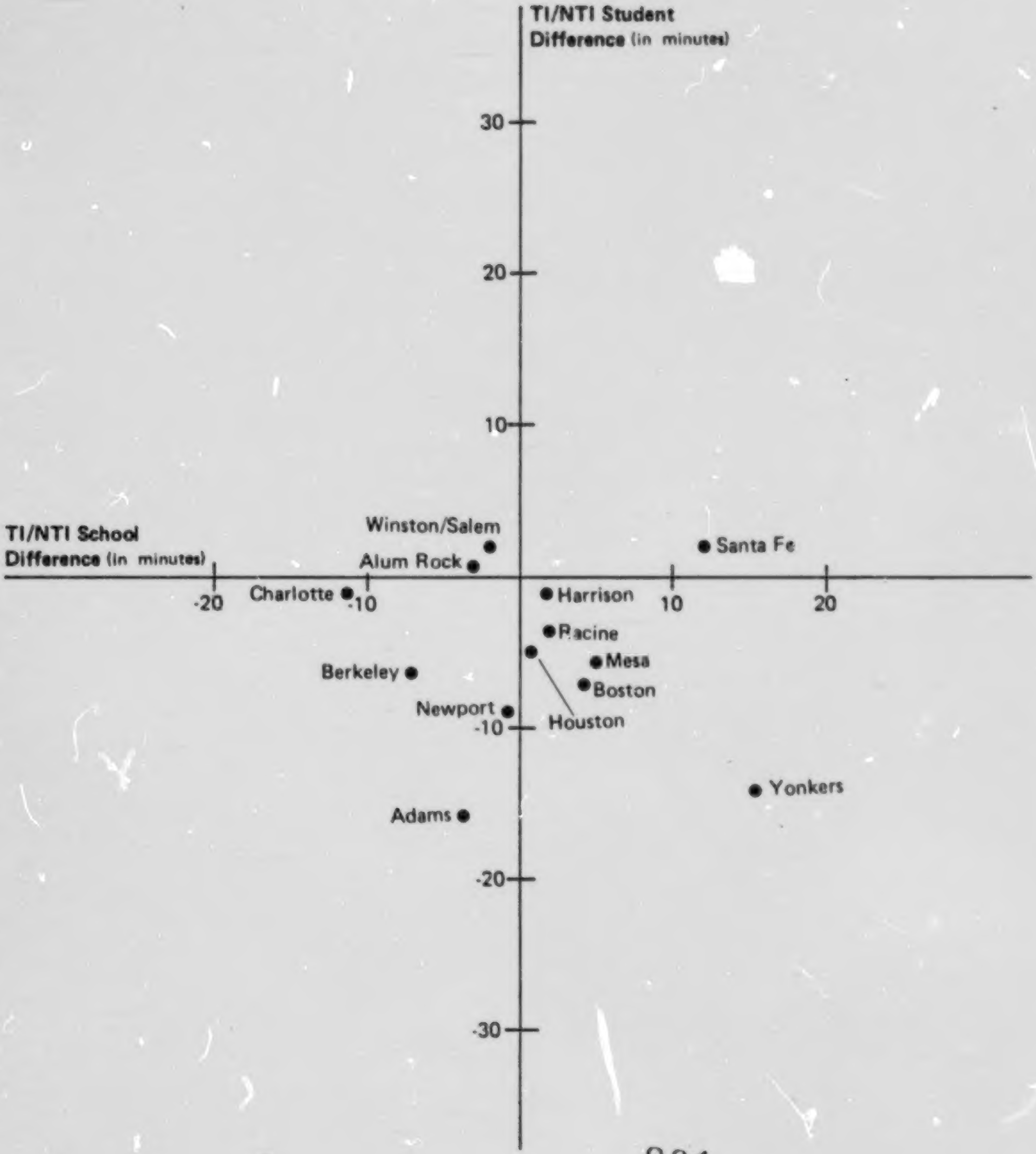
Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Non-Academic Instruction (Fine or Cultural Arts, Phys. Ed.)



200

Figure B-10

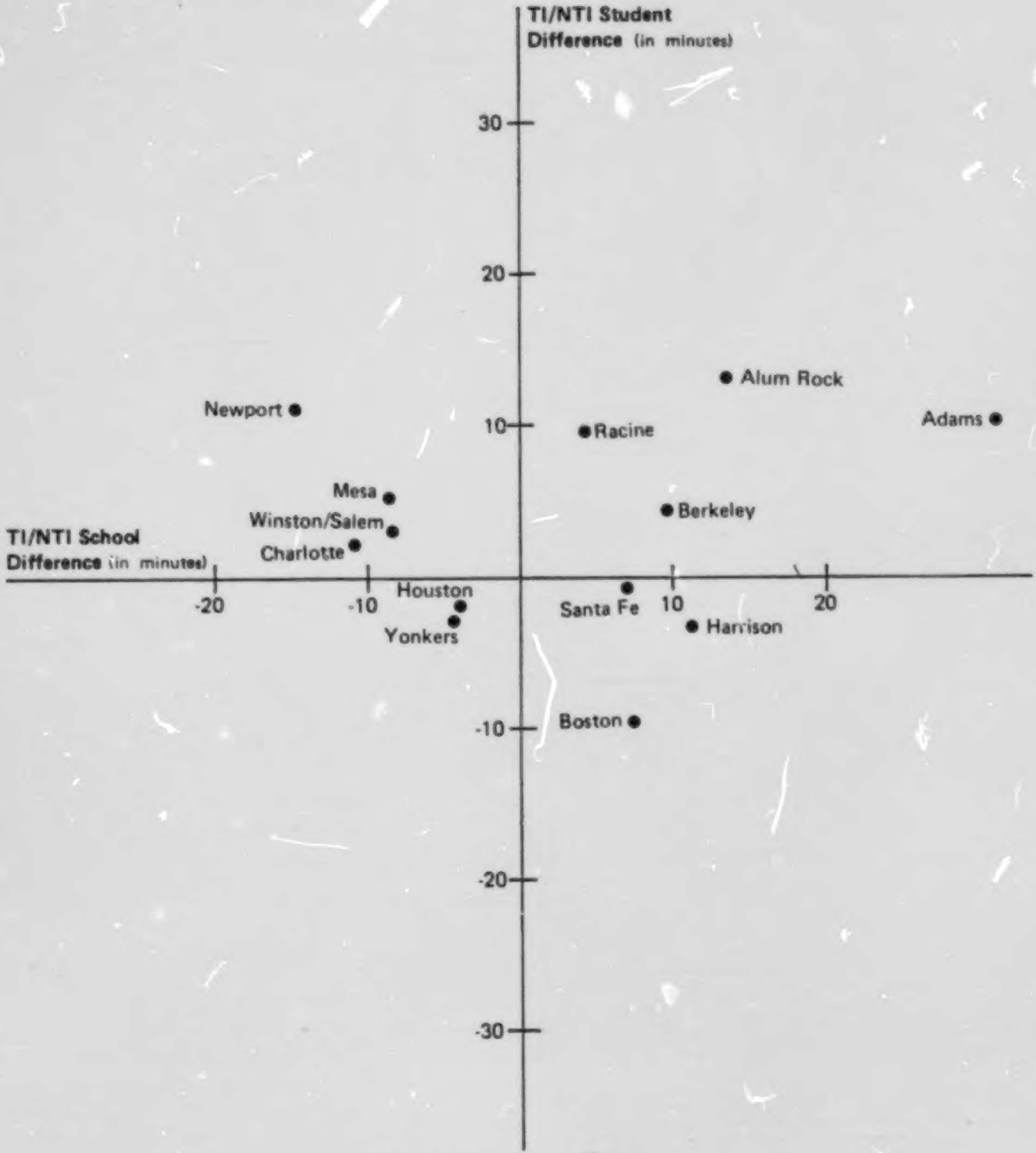
Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Other Activities (Lunch, Recess)



201

Figure B.11

Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Individualized Instruction



202

Figure B-12

Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Small Group Instruction

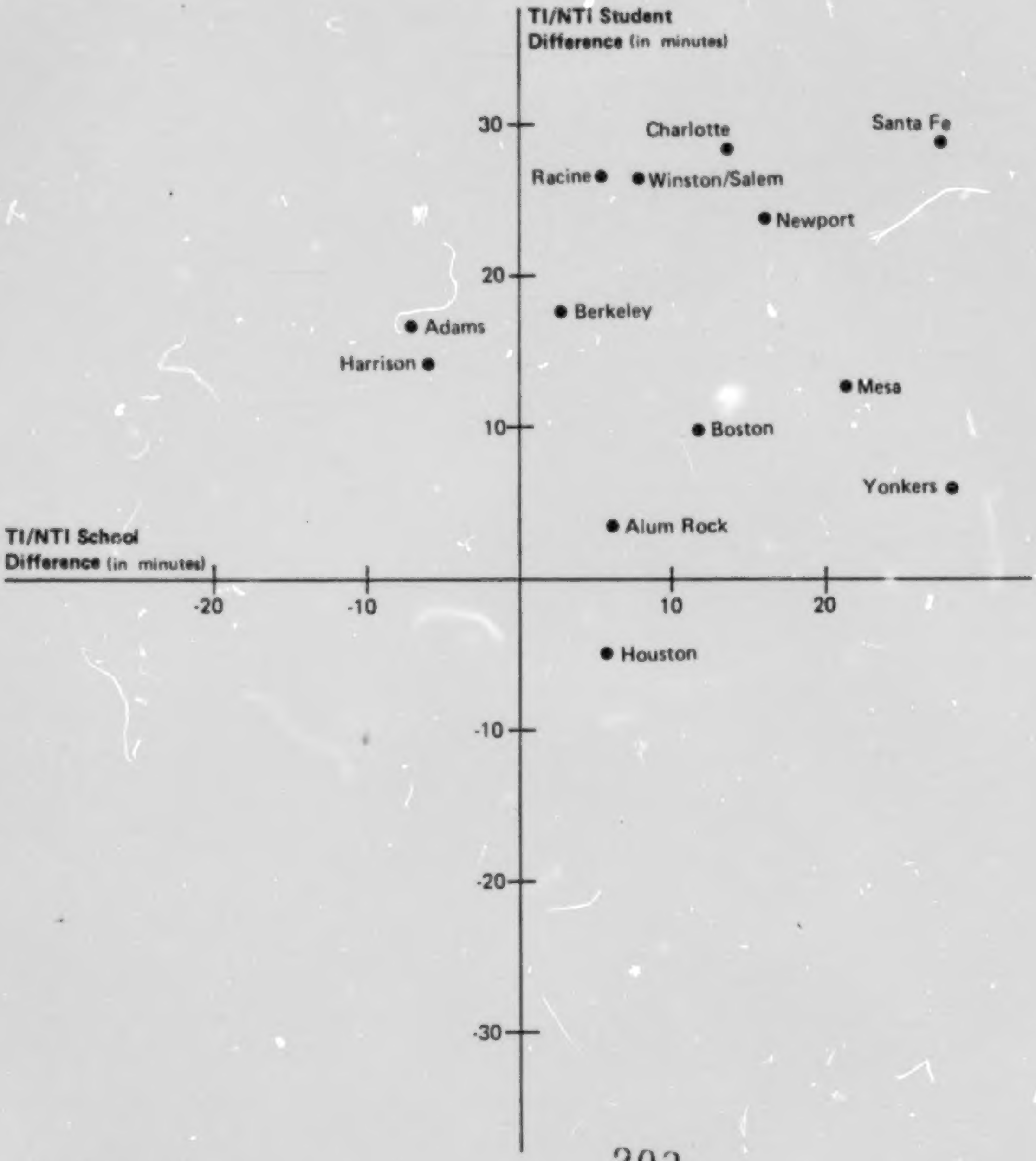
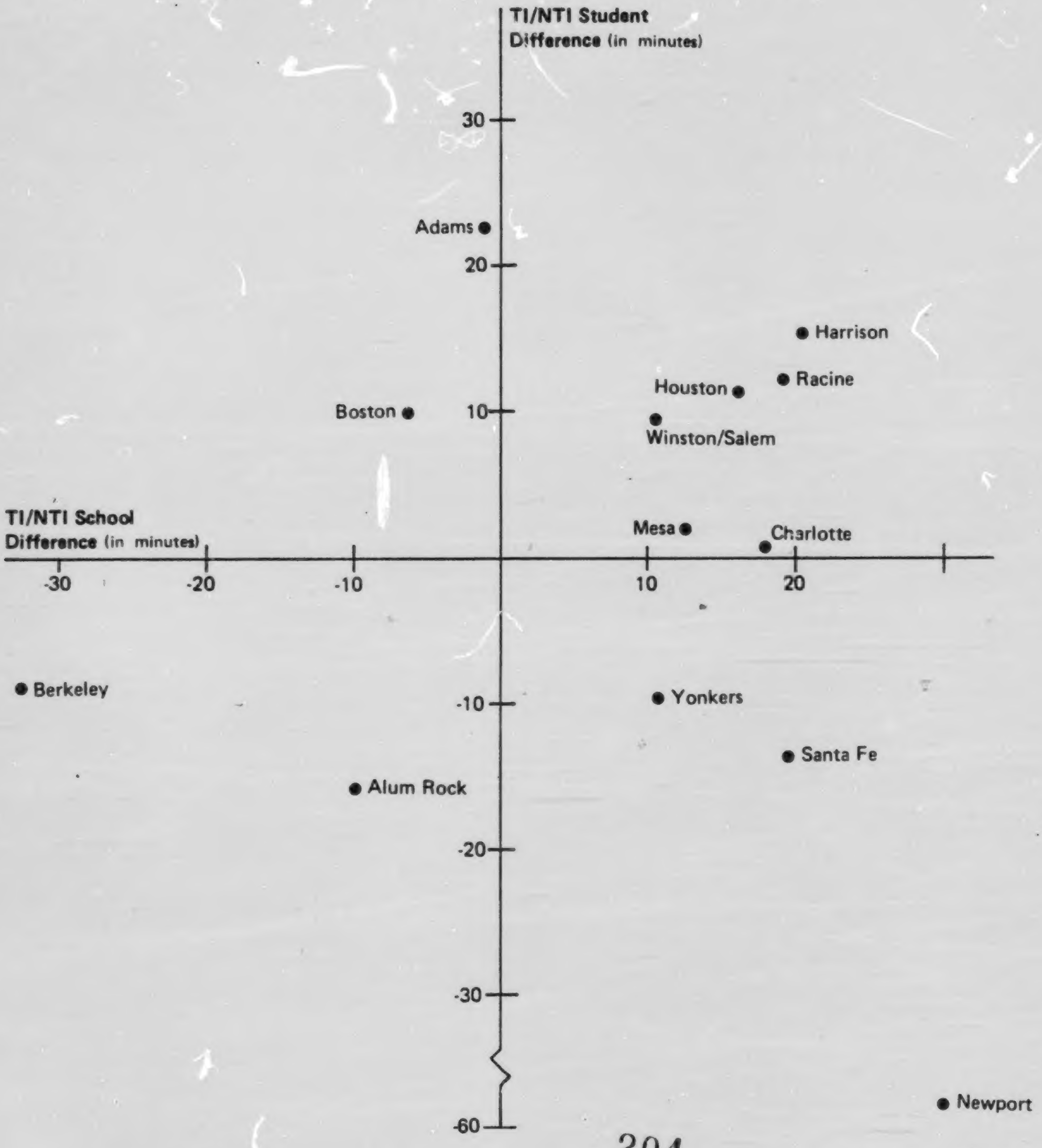


Figure B-13

Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Medium Group Instruction



204

Figure B-14

Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Large Group Instruction

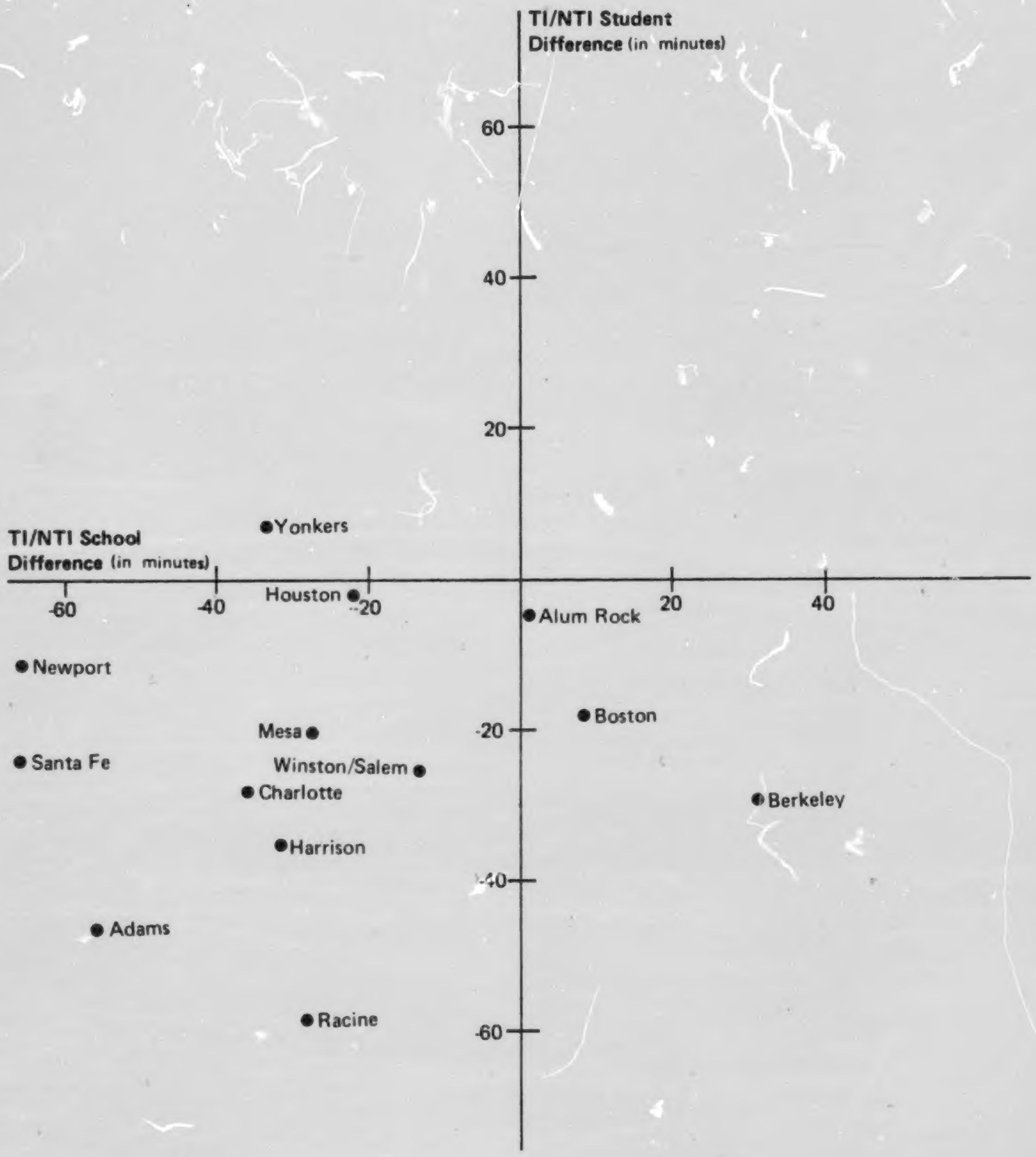


Figure B-15

Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Professional Instruction

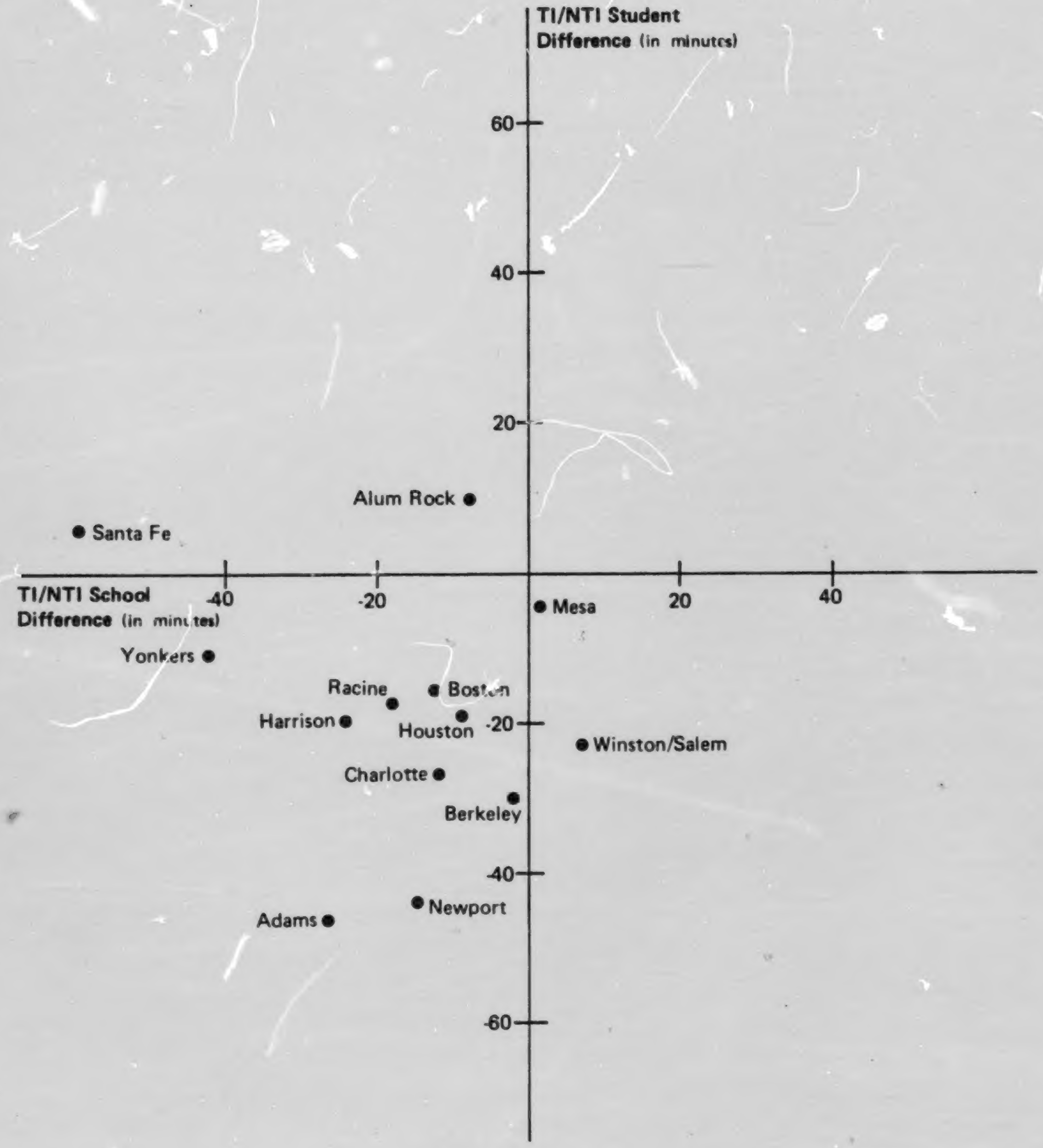


Figure B-16

Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Instructional Specialist Instruction

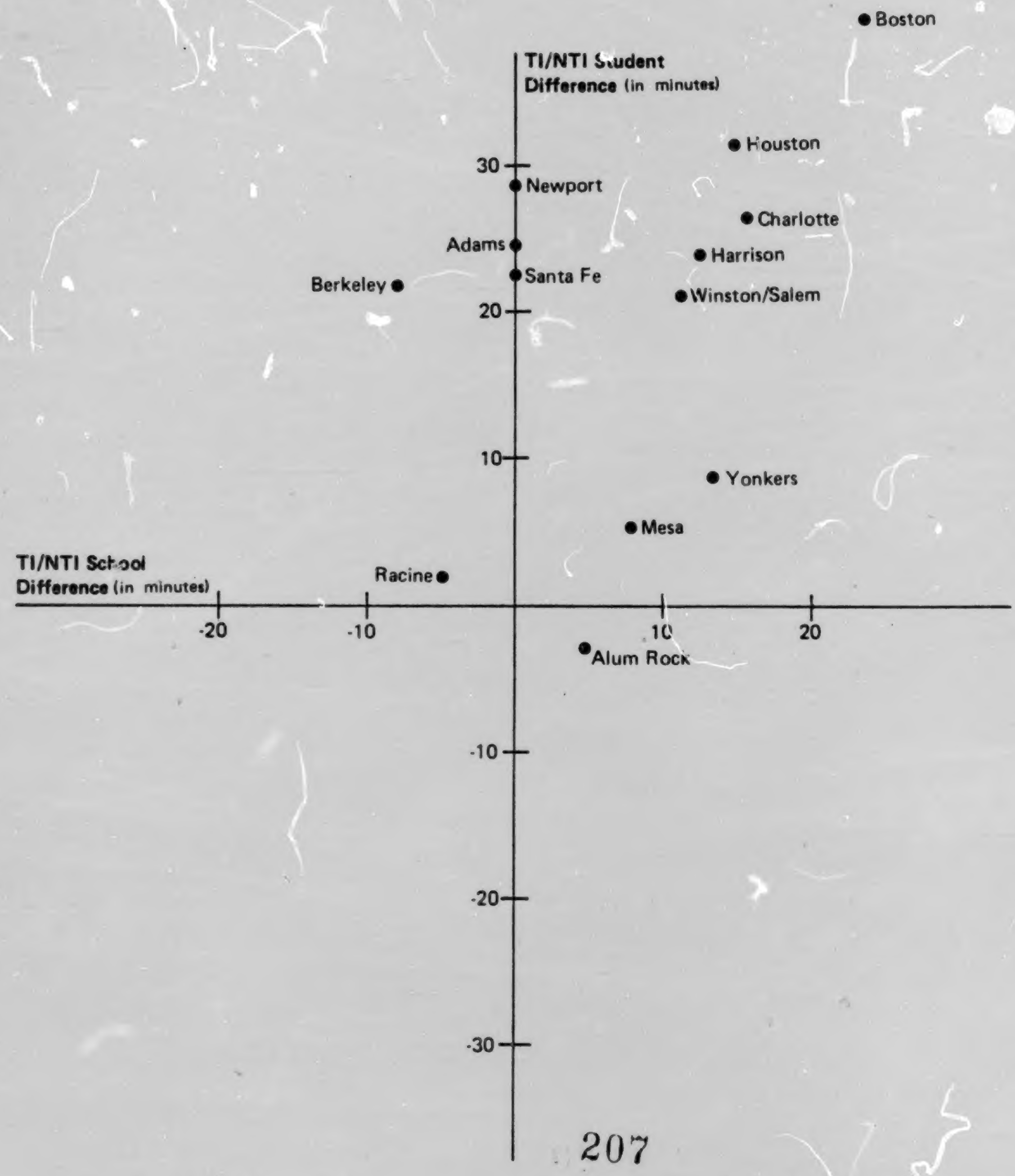


Figure B-17

Cross-District Summary of Differences Between TI/NTI Students and Between TI/NTI Schools for Average Number of Minutes of Paraprofessional Instruction

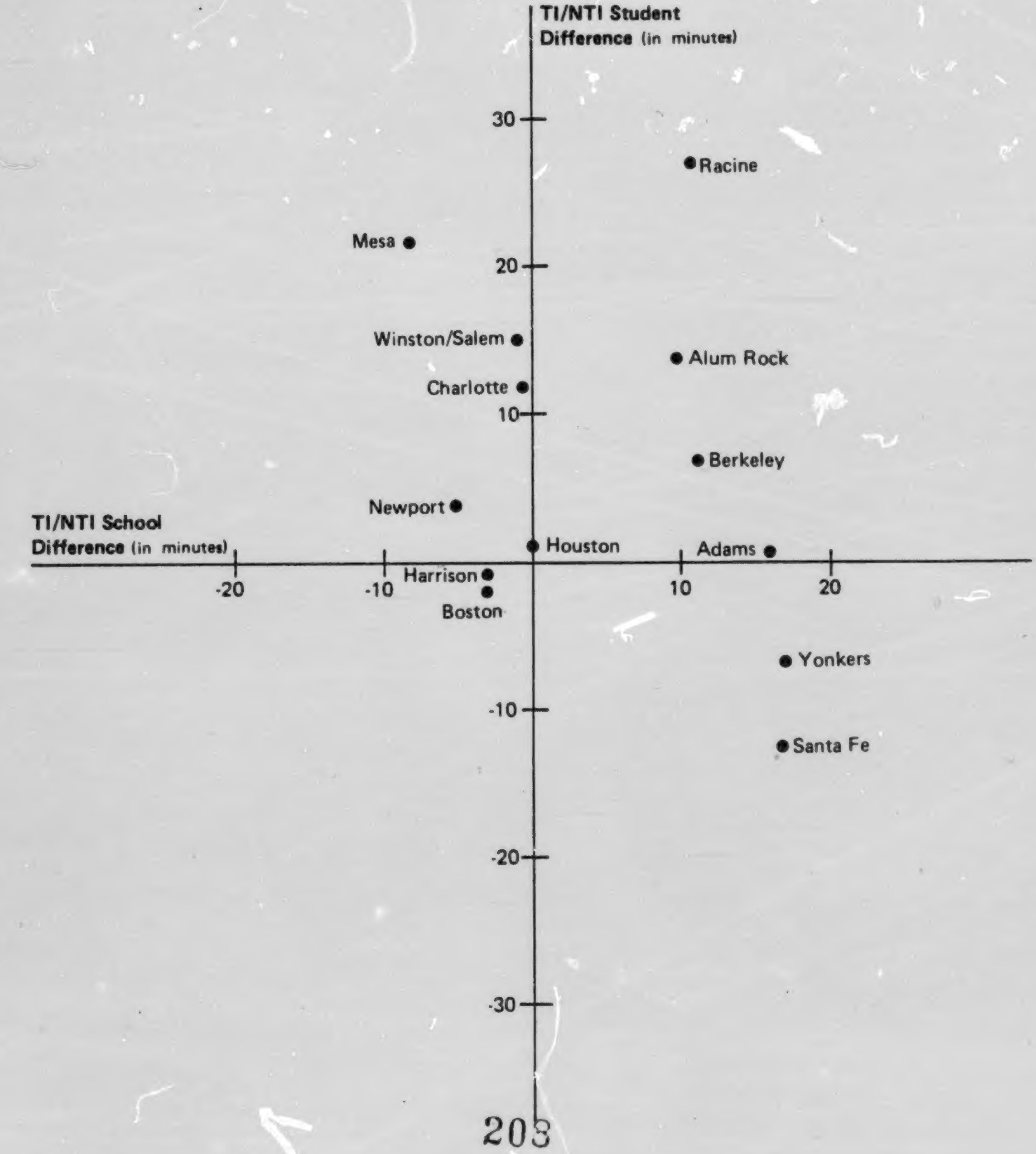


TABLE B-28

ITEMS IN THE INDIVIDUALLY PRESCRIBED ACTIVITIES AND MATERIALS SCALE*

		Weight**
1.	Instructional Groups (4 = frequently, 1 = never)	
a.	Adult and student in one-to-one relationship	+1
b.	Adults with small groups (2 - 5)	+1
c.	Individuals working independently under supervision	+1
d.	Adults with large groups (20+)	-1
2.	Percentage of Time Assign to Tasks (0 - 100):	
a.	On individual basis	+.04
b.	To total group	-.04
3.	Materials and Equipment Used (4 = frequently, 1 = never)	
a.	Textbooks	-1
b.	Programmed materials	+1
c.	Instructional games	+1
d.	Audiovisual equipment	+1
e.	Teaching machines	+1

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*Once a raw score for a respondent was computed, it was transformed to a t-score, with a mean of 50 and a standard deviation of 10. Thus, a score of 50 represents the mean of site means and a score of 60 one standard deviation above the mean of means. The internal consistency (coefficient alpha) for this scale was .72.

**These weights were assigned *a priori*. They were intended to transform all variables to have approximately the same range.

TABLE B-29

DIMENSIONS CHARACTERIZING THE INDIVIDUALIZATION OF INSTRUCTION IN LANGUAGE ARTS: DIAGNOSTIC METHODS

		Percentage and Number of Specialists Using Various Measures to Assess Performance Level at Beginning of Instruction									
		Standardized Achievement Test Scores		Standardized Diagnostic Test Scores		District/School Program Objective Referenced Test Scores		Teaching Staff Objective Referenced Test Scores		Informal Testing	
		%	N	%	N	%	N	%	N	%	N
Adams County #12	Regular-TI	20.0	1	60.0	3	60.0	3	80.0	4	100.0	5
	Regular-NTI	11.7	8	30.4	21	68.1	47	60.8	42	95.6	65
	Compensatory-TI	100.0	5	40.0	2	100.0	5	60.0	3	100.0	5
Alum Rock	Regular-TI	80.0	12	46.6	7	60.0	9	80.0	12	100.0	15
	Regular-NTI	70.9	39	37.0	20	43.6	24	70.1	43	78.1	43
	Compensatory-TI	--	--	--	--	--	--	--	--	--	--
Berkeley County	Regular-TI	40.0	6	20.0	3	46.6	7	20.0	3	60.0	9
	Regular-NTI	34.2	13	38.4	15	43.5	17	21.0	8	60.5	23
	Compensatory-TI	85.7	6	71.4	5	100.0	7	85.7	6	85.7	6
Boston	Regular-TI	79.4	31	42.1	16	22.2	8	68.4	26	89.1	33
	Regular-NTI	66.4	91	22.6	31	15.4	21	63.7	86	90.4	123
	Compensatory-TI	91.6	33	61.1	22	58.3	21	50.0	18	86.1	31
Charlotte	Regular-TI	48.9	45	54.4	49	41.7	38	64.1	59	92.2	83
	Regular-NTI	34.3	78	36.7	83	37.9	85	67.5	154	87.2	198
	Compensatory-TI	95.5	43	47.8	22	35.5	15	26.6	12	47.8	22
Harrison County	Regular-TI	51.4	18	31.4	11	28.5	10	45.7	16	85.7	30
	Regular-NTI	49.1	29	37.9	22	32.2	19	42.3	25	74.5	44
	Compensatory-TI	72.0	18	88.0	22	48.0	12	52.0	[illegible]	72.0	18
Houston	Regular-TI	63.4	33	44.2	23	32.6	17	55.7	29	82.6	43
	Regular-NTI	64.0	226	28.6	101	27.2	95	58.8	206	89.7	314
	Compensatory-TI	100.0	17	47.0	8	41.1	7	35.2	6	41.1	7
Mesa	Regular-TI	34.3	11	40.6	13	96.8	31	65.6	21	81.2	26
	Regular-NTI	29.6	27	18.3	16	97.8	90	65.2	60	79.3	73
	Compensatory-TI	85.7	6	87.5	7	87.5	7	37.5	3	50.0	4
Newport	Regular-TI	60.0	3	20.0	1	40.0	2	40.0	2	60.0	3
	Regular-NTI	60.7	17	50.0	14	46.4	13	32.1	9	71.4	20
	Compensatory-TI	100.0	3	100.0	3	33.3	1	66.6	2	100.0	3
Racine	Regular-TI	62.5	10	43.7	7	75.0	12	31.2	5	50.0	8
	Regular-NTI	75.2	73	63.5	61	76.0	73	58.7	57	73.2	71
	Compensatory-TI	100.0	3	100.0	3	33.3	1	0	0	33.3	1
Santa Fe	Regular-TI	54.0	20	40.5	15	48.6	18	62.1	23	81.0	30
	Regular-NTI	53.2	33	38.7	24	40.3	25	58.0	36	93.5	58
	Compensatory-TI	30.0	3	80.0	8	100.0	10	100.0	10	100.0	10
Winston-Salem	Regular-TI	46.9	23	28.5	14	77.5	38	69.3	34	91.6	44
	Regular-NTI	41.5	71	52.0	88	68.4	115	72.5	124	87.7	150
	Compensatory-TI	95.8	23	70.8	17	75.0	18	45.8	11	75.0	18
Yonkers	Regular-TI	57.8	11	31.5	6	36.8	7	57.8	11	89.4	17
	Regular-NTI	83.3	65	53.8	42	21.7	17	65.3	51	91.0	71
	Compensatory-TI	80.0	4	60.0	3	60.0	3	60.0	3	100.0	5

TABLE 8-30

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION
IN REGULAR LANGUAGE ARTS; USE OF PERFORMANCE OBJECTIVES

		Percentage and Number of Specialists Using Specific Performance Objectives		For Those Using Specific Performance Objectives												Percentage and Number of Specialists Reporting Access to Materials Based on Performance Objectives	
				Percentage and Number Stating Objectives For:						Percentage and Number Basing Objectives On:							
				Individual Students		Small Groups		Total Group		Content		Mastery		Both Content and Mastery			
		%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Adams County #12	Regular-TI	100.0	5	0	0	20.0	1	80.0	4	0	0	25.0	1	75.0	3	75.0	4
	Regular-NTI	69.1	68	10.0	1	20.0	2	70.0	7	7.7	3	7.9	3	84.2	32	84.0	50
	Compensatory-TI	100.0	5	100.0	5	0	0	0	0	60.0	3	0	0	40.0	2	100.0	5
Alum Rock	Regular-TI	100.0	14	--	--	0	0	81.8	9	15.4	2	0	0	84.6	11	73.3	15
	Regular-NTI	94.4	54	--	--	13.3	2	53.3	8	9.3	4	7.0	3	83.7	36	66.7	51
	Compensatory-TI	100.0	1	0	0	0	0	100.0	1	0	0	0	0	0	0	100.0	1
Berkeley County	Regular-TI	93.3	15	18.2	2	28.1	9	46.9	15	10.0	1	0	0	90.0	9	42.9	14
	Regular-NTI	90.0	40	33.3	5	31.6	12	52.7	20	3.8	1	3.8	1	92.3	24	61.1	36
	Compensatory-TI	55.6	5	16.7	1	83.3	5	0	0	0	0	0	0	100.0	6	100.0	6
Boston	Regular-TI	86.5	37	25.0	8	--	--	--	--	7.7	2	19.2	5	73.1	19	58.6	29
	Regular-NTI	87.7	138	15.8	6	--	--	--	--	6.7	7	11.5	12	81.7	85	64.5	121
	Compensatory-TI	100.0	38	78.9	30	13.2	5	7.9	3	5.7	2	25.7	9	68.6	24	81.6	31
Charlotte	Regular-TI	80.2	86	7.4	4	25.9	14	65.6	36	7.5	5	9.0	6	83.6	56	71.8	71
	Regular-NTI	81.7	224	10.5	6	24.6	14	64.7	37	4.8	8	13.3	22	81.8	135	72.7	183
	Compensatory-TI	88.5	46	80.9	38	17.0	8	2.1	1	6.7	3	4.4	2	88.9	40	93.8	45
Harrison County	Regular-TI	72.2	36	33.3	9	22.2	6	44.4	12	5.6	1	5.6	1	88.9	16	42.9	28
	Regular-NTI	80.0	59	42.9	12	21.4	6	35.7	10	3.8	1	11.5	3	84.6	22	66.0	47
	Compensatory-TI	83.3	20	52.4	11	28.6	6	19.0	4	5.9	1	0	0	94.1	16	57.1	12
Houston	Regular-TI	80.8	47	13.9	5	38.9	14	47.2	17	5.9	2	23.5	8	70.6	24	64.3	42
	Regular-NTI	80.0	341	22.0	9	41.5	17	36.6	15	3.5	7	17.7	35	78.8	156	69.3	277
	Compensatory-TI	75.0	15	93.3	14	0	0	6.7	1	7.1	1	0	0	92.9	13	100.0	14
Mesa	Regular-TI	80.6	31	20.0	5	20.0	5	60.0	15	5.0	1	20.0	4	75.0	15	84.6	26
	Regular-NTI	75.6	90	25.8	8	16.1	5	58.0	18	4.3	2	12.8	6	83.0	39	91.0	67
	Compensatory-TI	100.0	13	45.5	5	18.2	2	36.4	4	37.5	3	12.5	1	50.0	4	100.0	8
Newport	Regular-TI	100.0	5	0	0	0	0	100.0	5	20.0	1	0	0	80.0	4	60.0	5
	Regular-NTI	69.6	23	5.3	1	10.5	2	84.3	16	4.8	1	0	0	95.2	20	47.6	21
	Compensatory-TI	100.0	2	100.0	3	0	0	0	0	0	0	0	0	100.0	3	100.0	2
Racine	Regular-TI	81.2	16	--	--	17.2	5	82.8	24	0	0	0	0	100.0	9	61.5	13
	Regular-NTI	74.7	95	--	--	20.8	5	70.8	17	0	0	14.0	6	86.0	37	73.0	74
	Compensatory-TI	86.7	13	92.3	12	0	0	7.7	1	16.7	2	16.7	2	66.7	8	100.0	12
Santa Fe	Regular-TI	86.5	37	0	0	45.2	14	41.9	13	6.7	2	20.0	6	73.3	22	60.6	33
	Regular-NTI	94.9	59	8.3	2	38.3	18	51.1	24	3.7	2	11.1	6	85.2	46	70.7	58
	Compensatory-TI	100.0	10	30.0	3	70.0	7	0	0	0	0	0	0	100.0	10	100.0	10
Winston-Salem	Regular-TI	91.8	49	12.9	4	6.7	1	80.0	12	15.8	6	2.6	1	81.6	31	87.8	41
	Regular-NTI	85.2	169	10.6	5	11.8	2	76.5	13	4.8	6	9.6	12	85.6	107	83.4	139
	Compensatory-TI	100.0	24	75.0	18	12.5	3	12.5	3	10.0	2	0	0	90.9	18	95.8	23
Yonkers	Regular-TI	84.2	19	13.3	2	--	--	--	--	8.3	1	0	0	91.7	11	46.7	15
	Regular-NTI	78.2	78	11.8	2	--	--	--	--	0	0	14.5	8	85.5	47	60.3	58
	Compensatory-TI	81.8	9	77.8	7	0	0	22.2	2	0	0	28.6	2	71.4	5	100.0	8

TABLE B-31

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN REGULAR AND COMPENSATORY LANGUAGE ARTS PROGRAMS FOR TITLE I AND NON-TITLE I STUDENTS

		How Tasks Are Assigned To Students (mean percentage per year)		
		Individual Students	Small Groups	Total Groups
Adams County #12	Regular-TI	40.0	23.0	35.0
	Regular-NTI	16.2	40.1	43.7
	Compensatory-TI	32.0	52.0	16.0
Alum Rock	Regular-TI	42.[illegible]	27.8	32.3
	Regular-NTI	33.4	44.9	26.0
	Compensatory-TI	100.0	0.0	0.0
Berkeley County	Regular-TI	21.8	13.9	66.7
	Regular-NTI	24.1	22.8	51.8
	Compensatory-TI	33.6	25.6	40.9
Boston	Regular-TI	23.5	2.73	54.8
	Regular-NTI	20.6	34.7	44.7
	Compensatory-TI	44.8	37.6	19.3
Charlotte	Regular-TI	25.1	29.3	48.4
	Regular-NTI	23.8	34.4	44.7
	Compensatory-TI	68.6	19.9	11.0
Harrison County	Regular-TI	22.2	13.7	64.7
	Regular-NTI	20.7	21.1	57.0
	Compensatory	30.4	24.0	45.6
Houston	Regular-TI	20.7	27.4	51.8
	Regular-NTI	22.1	32.1	51.6
	Compensatory-TI	46.1	39.9	16.6
Mesa	Regular-TI	23.9	20.9	53.4
	Regular-NTI	26.2	27.2	48.7
	Compensatory-TI	41.7	22.3	42.5
Newport	Regular-TI	29.0	44.0	27.0
	Regular-NTI	20.6	26.4	53.8
	Compensatory-TI	77.5	22.5	0.0
Racine	Regular-TI	19.2	40.0	53.0
	Regular-NTI	17.7	27.6	60.53
	Compensatory-TI	75.0	17.1	10.0
Santa Fe	Regular-TI	24.5	24.8	52.7
	Regular-NTI	24.3	30.9	46.6
	Compensatory	33.3	51.0	19.0
Winston-Salem	Regular-TI	20.1	33.4	57.1
	Regular-NTI	16.4	37.4	48.9
	Compensatory-TI	67.3	26.7	7.4
Yonkers	Regular-TI	29.6	24.8	45.0
	Regular-NTI	28.4	32.9	38.8
	Compensatory-TI	66.4	11.4	20.5

TABLE B-32

DIMENSIONS CHARACTERIZING THE INDIVIDUALIZATION OF INSTRUCTION IN REGULAR USE OF MATERIALS

		Percentages and Number of Specialists Utilizing Materials in Various Ways									
		Same Materials, Same Order, Same Rate		Same Materials, Same Order, Different Rate		Same Materials, Different Sequence		Different Materials For Different Children		Other	
Adams County #12	Regular-TI	20.0	1	20.0	1	40.0	2	30.0	1	--	--
	Regular-NTI	27.5	19	40.6	28	13.0	9	15.9	11	2.8	2
	Compensatory-TI	9.0	0	0	0	60.0	3	40.0	2	--	--
Alum Rock	Regular-TI	6.7	1	13.3	2	20.0	3	46.7	7	13.4	2
	Regular-NTI	14.8	8	24.1	13	11.1	6	50.0	27	0	0
	Compensatory-TI	0	0	100.0	1	0	0	0	0	--	--
Berkeley County	Regular-TI	46.7	7	40.0	6	6.7	1	6.7	1	--	--
	Regular-NTI	41.0	16	30.8	12	12.8	5	15.4	6	0	0
	Compensatory-TI	0	0	22.2	2	0	0	66.7	6	11.1	1
Boston	Regular-TI	18.4	7	23.7	9	7.9	3	50.0	19	--	--
	Regular-NTI	10.2	14	26.3	36	17.5	24	46.0	63	--	--
	Compensatory-TI	2.6	1	18.4	7	31.6	12	44.7	17	2.6	1
Charlotte	Regular-TI	14.4	13	34.4	31	11.1	10	40.0	36	--	--
	Regular-NTI	17.0	38	35.7	80	15.2	34	30.8	69	1.3	3
	Compensatory-TI	1.9	1	46.3	25	20.4	11	31.5	17	--	--
Harrison County	Regular-TI	22.2	8	41.7	15	16.7	6	19.4	7	--	--
	Regular-NTI	23.7	14	50.8	30	11.9	7	13.6	8	--	--
	Compensatory-TI	12.0	3	44.0	11	12.0	3	32.0	8	--	--
Houston	Regular-TI	9.6	5	36.5	19	23.1	12	26.9	14	3.8	2
	Regular-NTI	12.4	43	43.8	152	17.6	61	24.8	86	1.5	5
	Compensatory-TI	0	0	4.8	1	23.8	5	71.4	15	--	--
Mesa	Regular-TI	18.8	6	31.3	10	18.8	6	31.3	10	--	--
	Regular-NTI	12.5	11	30.7	27	23.9	21	33.0	29	--	--
	Compensatory-TI	45.5	5	9.1	1	18.2	2	27.3	3	--	--
Newport	Regular-TI	0	0	60.0	3	20.0	1	20.0	1	--	--
	Regular-NTI	0	0	39.3	11	32.1	9	28.6	8	--	--
	Compensatory-TI	0	0	0	0	0	0	100.0	3	--	--
Racine	Regular-TI	25.0	4	56.3	9	0	0	12.5	2	6.3	1
	Regular-NTI	38.9	37	36.8	35	8.4	8	14.7	14	1.1	1
	Compensatory-TI	0	0	40.0	6	46.7	7	13.3	2	--	--
Santa Fe	Regular-TI	5.6	2	36.1	13	11.1	4	47.2	17	--	--
	Regular-NTI	9.7	6	30.6	19	16.1	10	40.3	25	3.2	2
	Compensatory-TI	0	0	22.2	2	0	0	77.8	7	--	--
Winston-Salem	Regular-TI	22.4	11	26.5	13	24.5	12	24.5	12	2.0	1
	Regular-NTI	26.9	46	33.3	57	15.2	26	24.0	41	0.6	1
	Compensatory-TI	0	0	0	0	16.7	4	70.8	17	12.5	3
Yonkers	Regular-TI	5.3	1	31.6	6	21.1	4	42.1	8	--	--
	Regular-NTI	2.6	2	34.6	27	24.4	19	34.6	27	3.9	3
	Compensatory-TI	9.1	1	0	0	9.1	1	81.8	9	--	--

TABLE B-33

DIMENSIONS CHARACTERIZING THE INDIVIDUALIZATION OF INSTRUCTION IN REGULAR LANGUAGE ARTS: RECORDING PROGRESS

		Percentage and Number of Specialists Recording Students' Progress at Various Intervals							
		Five Times Weekly		One to Four Weekly		One to Three Monthly		Less Than Monthly	
Adams County #12	Regular-TI	0	(0)	20.0	(1)	60.0	(3)	20.0	([illegible])
	Regular-NTI	4.3	(3)	8.7	(6)	72.3	(50)	14.5	(10)
	Compensatory-TI	0	(0)	40.0	(2)	60.0	(3)	0	(0)
Alum Rock	Regular-TI	0	(0)	13.3	([illegible])	26.7	(4)	60.0	(9)
	Regular-NTI	9.1	(5)	30.9	(17)	30.9	(17)	29.1	(16)
	Compensatory-TI	100.0	(1)	0	(0)	0	(0)	0	(0)
Berkeley	Regular-TI	0	(0)	7.1	(1)	92.9	(13)	0	(0)
	Regular-NTI	2.5	(1)	2.5	(1)	85.0	(34)	10.0	(4)
	Compensatory-TI	44.4	(4)	55.6	(5)	0	(0)	0	(0)
Boston	Regular-TI	2.6	(1)	31.6	(12)	47.4	(18)	18.4	(7)
	Regular-NTI	2.2	(3)	18.8	(26)	55.0	(77)	23.2	(32)
	Compensatory-TI	18.4	(7)	42.1	(16)	34.2	(13)	5.3	(2)
Charlotte	Regular-TI	6.6	(6)	6.6	(6)	72.5	(66)	14.3	(13)
	Regular-NTI	0.9	(2)	10.5	(24)	67.5	(154)	21.1	(48)
	Compensatory-TI	13.0	(7)	59.3	(32)	20.4	(11)	7.4	(4)
Harrison	Regular-TI	0	(0)	5.6	(2)	77.8	(28)	16.7	(6)
	Regular-NTI	1.7	(1)	8.5	(5)	71.2	(42)	18.6	(11)
	Compensatory-TI	0	(0)	52.0	(13)	24.0	(6)	24.0	(6)
Houston	Regular-TI	0	(0)	11.5	(6)	69.2	(36)	19.2	(10)
	Regular-NTI	1.1	(4)	8.0	(28)	76.6	(269)	14.2	(50)
	Compensatory-TI	28.6	(6)	42.9	(9)	28.6	(6)	0	(0)
Mesa	Regular-TI	6.3	(2)	9.4	(3)	56.3	(18)	28.1	(9)
	Regular-NTI	4.4	(4)	12.1	(11)	64.8	(59)	18.7	(17)
	Compensatory-TI	0	(0)	38.5	(5)	46.2	(6)	15.4	(2)
Newport	Regular-TI	--	--	40.0	(2)	40.0	(2)	20.0	(1)
	Regular-NTI	--	--	25.0	(7)	39.3	(11)	25.7	(10)
	Compensatory-TI	0	(0)	33.3	(1)	66.7	(2)	0	(0)
Racine	Regular-TI	0	(0)	31.3	(5)	43.8	(7)	25.0	(4)
	Regular-NTI	0	(0)	8.2	(8)	61.9	(60)	29.9	(29)
	Compensatory-TI	46.7	(7)	33.3	(5)	6.7	(1)	13.3	(2)
Santa Fe	Regular-TI	5.4	(2)	13.5	(5)	54.1	(20)	27.0	(10)
	Regular-NTI	3.2	(2)	16.1	(10)	62.9	(39)	17.7	(11)
	Compensatory-TI	10.0	(1)	10.0	(1)	10.0	(1)	70.0	(2)
Winston-Salem	Regular-TI	4.1	(2)	12.2	(6)	65.3	(32)	18.4	(9)
	Regular-NTI	2.3	(4)	14.0	(24)	58.1	(10)	25.6	(44)
	Compensatory-TI	75.0	(18)	12.5	(3)	12.5	(3)	0	(0)
Yonkers	Regular-TI	5.3	(1)	10.5	(2)	52.6	(10)	31.6	(6)
	Regular-NTI	1.3	(1)	19.2	(15)	61.5	(48)	17.9	(14)
	Compensatory-TI	27.3	(3)	54.5	(6)	18.2	(2)	0	(0)

APPENDIX C

RELIABILITY OF THE CAL

Reliability of the CAL

The Classroom Activities Log (CAL) is the primary instrument for describing the experiences of the child in the classroom. Its accuracy therefore has important implications for the results of the Demonstration study. The following is an attempt to make an assessment of the accuracy and utility of the responses provided by teachers about their students.

In completing the CAL form the teachers are required to provide a description of the child's activities for each ten minute block of the school day. The description includes a report of the type of activity, the size of the group, and the kind of adult involved. The type of activity is further divided into content of instruction, whether a compensatory activity is taking place, and whether the instruction is bilingual. The magnitude of the teachers' task is illustrated by Figure C-1. This is the activity description section for the first part of the day. Each column represents a ten-minute interval. In each column the teacher must darken one circle in each of the content, group size, and adult involved dimensions. The compensatory services and bilingual instruction dimensions are only darkened if they apply.

While it might be expected that the teacher should know best what the student does or experiences in the classroom, this does not insure the accuracy of the responses to the CAL. As can be seen from the description of the instrument, the teacher is required to continually monitor an individual child throughout the school day. With 20 or 30 children to work with and regular activities to take care of, the teacher obviously has little time for this continuous monitoring. It is probable that the form is filled out between classes or during other breaks. The responses are thus likely to be based substantially on recall. Competing job pressures as well as a lack of interest in or commitment to the project could affect the accuracy and completeness of this recall.

FIGURE C-1

PART A.

		8:00						9:00						10:00						11:00						12:00					
		:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00	:01–:10	:11–:20	:21–:30	:31–:40	:41–:50	:51–:00
CONTENT AREA	1. Language Arts	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	2. English as a Second Language	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	3. Mathematics	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	4. Social Studies	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	5. Science	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	6. Fine & Applied Arts; Home Economics; Shop; Foreign Language	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	7. Physical Education, Health, Safety	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	8. Career Education	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	9. Cultural Enrichment	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	10. Special Services	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	11. Recess, Lunch, Unoccupied	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	12. Classroom Management	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	13. Other	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Compensatory Instruction and Services		○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
Bilingual Instruction		○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
GROUP SIZE	1. Just This Student	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	2. Small Group (2–5)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	3. Medium-sized Group (6–10)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	4. More Than 10 Students But Less Than 20 Students	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	5. 20 or More Students	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
ADULT INVOLVED DIRECTLY IN TEACHING STUDENTS	1. Homeroom Teacher	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	2. Another Classroom Teacher	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	3. Instructional Specialist	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	4. Student Teacher	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	5. Paid Aide or Assistant	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	6. Parent/Adult Volunteer	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	7. Other Adult	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	8. Older Student	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
	9. No Adult Involved Directly (Student Working Independently Under Adult Supervision)	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○

Methods

To check on the accuracy of the teachers' reports, a small sample of children was selected for independent observation. Observers followed the child throughout the day and did not have to depend on recall. On the other hand, they knew less about the child's daily activities and could not always determine the appropriate description in ambiguous situations. A comparison of the two sets of responses provides a way to determine the amount and kinds of error affecting the observations.

The CAL reliability study is based on measures of the amount of correspondence between the observations from the teacher and from the outside observer. In addition, a more specific examination of typical kinds of mismatches is undertaken.

This approach allows for a determination of the amount and kinds of error arising from observations of pupils. As was noted above, however, the inaccuracies could be due to the observer as well as the teacher. The determination of the sources of error cannot be done analytically insofar as any error pattern could be generated by several different kinds of observer or teacher behavior. Discussion of these sources of error are, therefore, based mainly on knowledge about how people, especially teachers and observers, react to this type of instrument.

Among the many potential hypotheses about observational error, there is one type that will not be discussed. This is the class of biases that relate to the nature of the validation study itself. In any study of this kind, where two people are "checking" on each other, it is possible that the teachers and observers make extra efforts to give desirable results. Thus, teachers might be more attentive to the task under validation than under normal conditions. As a result there is the possibility that the data reported below represent best rather than normal efforts, making the estimates of reliability biased toward the high side. Since this issue will not be discussed further, the possibility of upward bias must always be considered when examining the analytic findings.

Analytic Techniques

Two measures of correspondence were used for assessing the reliability of the five dimensions. Both are based on the total number of ten minute blocks containing valid information. This gives a measure of the length of the school day and is determined by counting the number of content area blocks in which either observer provides some information. This count is also used as the base for the compensatory instruction, bilingual instruction, group size, and adult involved dimensions of the form.

The first measure is the ratio of the number of matches to the total number of blocks used. It is the most stringent measure used in this study since an exact match between the teacher and observer responses is required before each observation is counted as correct.

The second measure is an adjusted measure which allows for slight differences in the times that the teacher and observer make their observations. The type of situation taken into account by the measure is illustrated in the following table.

	TIME BLOCK					
	1	2	3	4	5	6
TEACHER	1	1	1	3	3	3
OBSERVER	1	1	3	3	3	3

In time block 3 the activity changes. The teacher elected to code this activity "1" since the activity continued into this time block. The observer, however, noted the change somewhere in the middle of the ten minute block and elected to code the new activity "3". As in this example, such mismatches occur when activities change within blocks and are somewhat arbitrarily determined by the teachers' and observers' perceptions of how much of the ten minute block was actually devoted to each activity. The same pattern can also arise from slight differences in the clocks used by the two observers. Such errors should be discounted since the error reflects a minor variation in time judgment rather than a misperception of the activity.

In order to account for these "shift" errors, the mismatch was discounted if either observation seemed to be a continuation of a previous activity. Specifically, a cross-over indicator was computed for each non-matching block. This is given as:

$$\text{CERR} = (T_n - O_{n-1})\ (O_n - T_{n-1})$$

where: T_n (O_n) indicates a teacher (observer) observation at time n.

In the example given above this becomes:

$$\begin{aligned} \text{CERR} &= (T_3 - O_2)\ (O_3 - T_2) \\ &= (1 - 1)\ (3 - 1) \\ &= 0 \end{aligned}$$

The indicator is 0 when a shift error has occurred. The number of times CERR = 0 is counted and added to the number of "true" matches to give a corrected count of matches. The ratio of this corrected count of matches to the total number of valid blocks gives the adjusted reliability estimate. This adjustment occurs in a number of situations that differ from that of the table above. Some of the major types are given in Table 1.

Pattern I is included to show that perfect match results in no corrections, since CERR is not computed unless there is a mismatch. In pattern II the observation at point 5 is in question. Using the shift correction gives the teacher and/or observer the benefit of the doubt and counts this mismatch as a timing problem rather than an error of misperception. Pattern III demonstrates that brief activities are effectively picked

TABLE C-1

		TIME								MATCHES	SHIFT CORRECTIONS
		1	2	3	4	5	6	7	8		
I	Teacher	1	1	1	1	1	2	2	2	8	0
	Observer	1	1	1	1	1	2	2	2		
II	Teacher	1	1	1	1	2	2	2	2	4	1
	Observer	1	1	1	1	1	3	3	3		
III	Teacher	1	1	1	1	2	1	1	1	6	2
	Observer	1	1	1	1	1	2	1	1		
IV	Teacher	1	1	2	1	1	1	1	1	6	2
	Observer	1	1	1	3	1	1	1	1		
V	Teacher	1	1	2	1	1	1	1	1	0	2
	Observer	2	2	1	2	2	2	2	2		

up if they are matched. However, if they are mismatched, the algorithm is fooled and the error is incorrectly discounted. This is shown in patterns IV and V.

A more complicated procedure could, no doubt, be devised to handle the special cases of patterns IV and V. However, the current procedure sufficed for our purposes. The direct match measure was used to compute a lower bound on the reliability and the corrected measure was used to compute an upper bound. The two measures are given as:

R_L = # matches/#valid blocks

R_U = (# matches + # shift corrections)/# valid blocks

The analysis consisted basically of an examination of the distribution of these reliability estimates over the sample of 124 validation records. Based on previous experience, the following judgments were used to evaluate the reliabilities:

Range	
90-100	Excellent
80-90	Very good
70-80	Good
60-70	Acceptable
0-60	Poor

More detailed analyses were attempted in order to identify some of the possible sources of error which might be affecting the reliability estimates. Internal sources of error were examined by counting the number of mismatches of various types. This is basically a "confusion" analysis which served to identify code categories which were indistinguishable by the teacher and the observer. Some likely places for this confusion to occur are in the management aspects of classroom activities, e.g., lunch, recess, and classroom management; and in adjacent group sizes, especially between "10-20" and "20 and above" categories. Adult involved was also checked since the observer did not know all the personnel in the classroom and was, therefore, likely to make more errors in this section.

Results

The means of the direct and corrected matching measures for the five dimensions are presented for each site in Table C-2. The means are generally in the good to very good range for content area and in the excellent range for the compensatory services and bilingual sections. For the group size and adult involved dimensions, the means drop into the acceptable range for the direct measures, while the means for the corrected measures are still in the good to very good range.

The surprisingly high means for the compensatory services and bilingual instruction areas are due to the rarity of these events in the classroom. Thus, the "matches" used in the reliability measure are based mostly on non-responses to these

TABLE C-2

MEANS OF DIRECT AND CORRECTED MATCH MEASURES BY SITE

Site	N	Content Area		Compensatory Direct*	Bilingual Direct*	Group Size		Adult Involved	
		Direct	Corrected			Direct	Corrected	Direct	Corrected
Adams County #12	8	.701	.817	1.000	1.000	.691	.797	.610	.753
Alum Rock	7	.763	.849	.976	.981	.721	.823	.628	.757
Berkeley County	8	.714	.818	.987	1.000	.472	.579	.557	.710
Boston	6	.532	.775	.995	1.000	.550	.585	.523	.567
Charlotte	9	.642	.757	.985	1.000	.695	.818	.573	.746
Freeport	8	.770	.902	.990	1.000	.653	.760	.633	.758
Harrison County	9	.655	.764	.997	1.000	.799	.880	.636	.757
Houston	17	.773	.843	.968	1.000	.765	.826	.751	.836
Mesa	10	.757	.849	.991	.991	.759	.840	.666	.780
Oklahoma City	6	.669	.805	.987	1.000	.641	.776	.524	.660
Racine	7	.758	.828	.996	1.000	.829	.902	.815	.888
Santa Fe	9	.728	.810	.994	1.000	.578	.683	.518	.651
Wichita	9	.733	.826	.985	1.000	.701	.786	.646	.749
Winston-Salem	7	.720	.852	.974	.985	.664	.797	.535	.662
Yonkers	4	.716	.815	1.000	1.000	.634	.727	.720	.817
TOTAL	124	.716	.822	.987	.997	.688	.782	.631	.749

* Corrected means are not presented for the Compensatory and Bilingual areas since little significant change was made by the correction.

areas and are artificially high. For compensatory services, 75% of the cases reported no services and 98% of the cases reported no bilingual instruction.

Since only 3 of 124 cases reported any bilingual instruction, no further analysis of the data can be supported. For the 34 cases that reported some compensatory services, matching measures were computed using a new base. This new base was a count of the number of blocks where either the teacher or the observer reported that compensatory services were being delivered. The size of the base ranged from 1 to 19 with a median of 3. With such small numbers to use as baselines, the resulting reliability estimates will be very sensitive to the number of matches found between teacher and observer. For instance, with a base of 4, two matches give a reliability estimate of .50 while three gives an estimate of .75. A change of one match moves the estimate from the "poor" level to the "good" level. Thus, this sub-analysis should be interpreted with caution. Seemingly low reliabilities may not, in fact, be very bad.

The means for the revised estimates are given in Table C-3. This table includes means of the base for each site to help in interpreting the reliability estimates. Taking the previous caution into consideration, the results are generally good with the exception of Wichita. In the latter case, the estimate is based on one case and should not be taken as a general indication of poor reliability.

Since the means for the content area section were sufficiently high, they were not considered further. The size and adult sections, however, had generally lower means and were subjected to more detailed analyses.

Taking the size variable first, a "confusion" matrix is presented in Table C-4. The entries in this table are the percentages of the total validation sample (N = 124) reporting more than one mismatch between the teacher (column) category and the observer (row) category. For example, the figure "7.3" in row 1, column 2, means that in 9 of the 124 cases an observer coded 1 and a teacher coded 2 for more than 1 block. A one

Table C-3

MEANS OF MATCHING MEASURES FOR COMPENSATORY SERVICES USING ADJUSTED BASES

Site	N	Direct	Corrected	Base
Adams County #12	0	----	----	----
Alum Rock	3	.912	.982	8.33
Berkeley County	3	.583	.778	3.67
Boston	1	.800	1.000	5.00
Charlotte	2	.400	.625	4.50
Freeport	3	.619	.833	4.33
Harrison County	1	.667	1.000	3.00
Houston	6	.539	.725	7.00
Mesa	4	.500	.875	2.00
Oklahoma City	2	.500	.667	3.00
Racine	2	.833	1.000	5.00
Santa Fe	2	.500	.750	3.00
Wichita	1	.000	.167	6.00
Winston-Salem	4	.450	.800	4.00
Yonkers	-	----	----	----

block leeway is given since a single discrepancy might be due to a shift error. The larger percentages are in the column and row corresponding to large groups (code 5). The confusion with individual instruction (code 1) is especially troublesome. If it is assumed that the teacher is basing the judgment on the actual task the pupil is performing, then the pattern of Table 3 suggests that the observer, not having access to this information, is responding only to the size of the group containing the child. This would explain the high percentage of cases with mismatches (13.7%) indicated in row 5, column 1 of Table 3. The higher percentage (33.9%) in row 1, Column 5 of the Table is harder to explain. One hypothesis is that teachers felt they were dealing with large groups even though they gave occasional aid to individual students.

2

TABLE C-4

PERCENTAGES OF SAMPLE REPORTING MORE THAN ONE CONFUSION OF GROUP SIZE

Observer	TEACHER					
	1	2	3	4	5	No response
1	x	7.3	8.1	15.3	33.9	2.4
2	8.1	x	5.6	4.0	12.1	3.2
3	5.6	1.6	x	9.7	9.7	2.4
4	6.5	1.6	6.5	x	21.0	4.0
5	13.7	6.5	7.3	18.5	x	25.0
No Response	5.6	0.8	0.8	4.0	16.9	x

This would occur, for instance, in free study periods, where a teacher might provide occasional individual attention to a few students.

A second observation is that there seems to be confusion between adjacent categories. Note especially the percentages which are blocked in Table C-4. These percentages, e.g., 21% for row 4, column 5, are generally higher than the rest. The inference is that the actual group size was close to the cutoff which distinguished one code from another, allowing for potential errors in estimating group sizes. This inference is strengthened by the occurrence of higher percentages for larger group sizes, i.e., 18.5 and 21, where the actual group size is more difficult to judge. While it would seem that a simple head count would have obviated the problem, the resulting error is not severe and could be discounted.

Allowing for this type of inaccuracy, a new matching measure could be computed, which allowed the teacher and observer to differ as long as the judgments were not too different. A judgment was defined as "not too different" if adjacent group sizes were coded by the teacher and observer. In these cases, a match was counted. The results are shown in Table C-5. As can be seen, the direct and corrected accuracy measures both increased sharply.

The implications of this analysis are two-fold. First, the teacher seems to err on the side of larger group sizes, suggesting that (s)he is reporting the planned structure of the activity rather than a particular interaction with a pupil. Thus a large group activity would be coded as such even though attention might be given to an individual during this activity. Second, there is some ambiguity about the actual sizes of the groups involved, especially those relating to adjacent categories. This, for the most part, is something that the analysis must live with. One can, perhaps, meet the problem directly by collapsing categories, especially 4 and 5 where the problem is greatest.

TABLE C-5

ADJUSTED MATCHING MEASURES FOR GROUP SIZE

SITE	DIRECT	CORRECTED
Adams County #12	.753	.853
Alum Rock	.804	.869
Berkeley County	.652	.735
Boston	.669	.698
Charlotte	.812	.905
Freeport	.794	.878
Harrison County	.841	.908
Houston	.829	.882
Mesa	.810	.886
Oklahoma City	.742	.842
Racine	.876	.930
Santa Fe	.691	.756
Wichita	.750	.827
Winston-Salem	.782	.885
Yonkers	.700	.773
TOTAL	.775	.850

A similar confusion analysis is displayed in Table C-6, for the type of adult involved. Here the major finding is that observers tend to use the no adult and no response categories more than do teachers. Note, however, that the confusion between homeroom teacher and no adult seems to occur in both directions as can be seen in row 9, column 1 and row 1, column 9 of Table C-6. Again this may be due to teachers' basing their judgments on what the child is actually working on rather than on what his/her apparent activities are.

The observers, who don't know what the child is actually doing, elect to code a no response or no adult. This would occur, for instance, in a supervised independent activity, where the teacher feels that, even though there is no interaction with the pupil, there is an adult involved. It may be that the teacher or other adult made the assignment, or occasionally provides assistance, so the teacher feels (s)he or that other person is the responsible adult. That the reverse situation occurs, i.e., that the observer reports that the teacher is involved while the teacher reports that no adult is involved, could be explained in the same way by simply reversing the teacher and observer perceptions in the above discussion. This is not very satisfying since, looking at the no adult row of Table C-6, the observer also codes no adult when the teacher codes some of the other adult involved categories, while the reverse is not always true.

For instance, the observer codes no adult when the teacher codes instructional specialist in 6.5% of the cases, while there are no cases where the teacher codes no adult and the observer codes instructional specialist. Since observers follow the child from activity to activity, it is possible that they are more aware of the child's experiences in non-homeroom situations. While this would explain the source of error, it does pose some problems for analysis. Unless one assumes that the adult responsible for the pupil is important, regardless of direct involvement with the child, this source of confusion could affect the interpretation of the result.

TABLE C-6

PERCENTAGES OF SAMPLE REPORTING MORE THAN ONE CONFUSION ON ADULT INVOLVED

OBSERVER	TEACHER									
	1	2	3	4	5	6	7	8	9	No Response
1. Homeroom Teacher	x	8.1	1.6	0.0	0.0	0.8	1.6	0.0	32.3	11.3
2. Another Classroom Teacher	4.8	x	4.8	0.0	2.4	0.0	0.8	0.0	9.7	4.0
3. Instructional Specialist	4.8	9.1	x	1.6	0.0	0.0	0.8	0.0	0.8	2.4
4. Student Teacher	0.0	0.0	1.6	x	0.8	0.0	0.0	0.0	1.6	0.0
5. Aide, Assistant, or Adult Tutor	5.6	1.6	0.8	0.8	x	0.0	0.8	0.0	4.8	4.0
6. Parent/Other Adult	0.0	0.0	0.8	0.0	1.6	x	0.0	0.0	0.0	0.8
7. Other Adult	1.6	0.0	4.0	0.0	0.8	0.8	x	0.0	1.6	0.8
8. Older Student/Peer Tutor	0.0	0.0	0.0	0.0	0.0	0.0	0.0	x	0.8	0.0
9. No Adult Involved Directly	66.9	21.0	6.5	0.8	9.1	1.6	4.8	0.0	x	4.0
No Response	18.5	2.4	0.8	0.8	1.6	0.0	0.0	0.0	6.5	x

In addition to this confusion in the usage of the no adult category, there seems to be some confusion among homeroom teacher, other teacher, and instructional specialists as indicated by the blocked area of Table C-6. This could mean that two adults were involved and that the teacher and observer had different opinions about who was in charge. It could also mean that situations occurred where the observer did not know who the real homeroom teacher was. In neither case is the problem serious, if it is presumed that the teacher, who knows the lesson plans, is in a position to make the better judgment.

Since there was no substantive justification for collapsing categories of adult involved, no adjustments were made to the matching estimates. In fact, it is necessary to treat the teacher and specialist categories separately for the analysis. Collapsing these, as suggested by the confusion matrix, would be in violation of the research objectives of the study.

Summary

In summary, measures of reliability based on counts of matches between teacher and observer ratings are at least adequate and, for content, compensatory services, and bilingual instruction are good to very good. Causes of low reliability were examined for the group size and adult involved sections. These could be associated with differences in the amount of information available to teachers and observers and, in the case of group sizes, to the ambiguity arising from similarity of adjacent categories. These results are generally very encouraging for further analyses, especially if we choose to believe the hypothesis that teacher reports are more accurate because they have more information to use in making their judgments.

APPENDIX D

TECHNICAL APPENDIX

APPENDIX D

1.0 INTRODUCTION

This appendix focuses on a number of technical issues addressed briefly in the text of this report. Included here are discussions of the sample design and response rates for year 1 (Section 2.0), the variable construction procedures used for the Classroom Activities Log and the various other instruments (Section 3.0), and the analytic procedures used in the production of the various chapters of this report (Section 4.0). Given the nature of these discussions, this appendix has been referred to in the text of this report as the technical appendix.

2.0 SAMPLING

Several different samples were drawn to address the research questions which underlie this comprehensive study. These include a principal sample, a specialist sample, a classroom/student sample, and a parent sample. Given the pivotal nature of the classroom/student sample, we will first describe its design, explain why it took the form it did, and present the numbers of children, classroom groups, grades, and schools that we originally planned to include from each of the Demonstration districts. We then present data on the actual size of the various actual subsamples for the 1975-76 classroom/student sample. Next we describe the procedures we used for selecting parents, principals, and specialists, and we provide sample-size data for each of these groups.

Before turning to these discussions, two major points should be made about the sample. First, three of the 16 districts which participated in Year 1 of the Demonstration chose not to participate in Year 2. Because our sample was designed to support analyses within individual districts, the fact that these districts chose to withdraw from the Demonstration did not jeopardize the sample. Second, several district implementation plans called for Title I allocation changes which had not been specified in our original design. These changes affect the numbers and types of schools within the districts receiving or losing Title I services as a result of the Demonstration. Because our sample was designed to anticipate such changes, schools affected in these ways were included in the Year 1 sample. Consequently, the effects of these allocation policy changes can be investigated in this research.

2.1 Classroom/Student Sample

In January 1976 we draw a two-stage cluster sample, in which:

- schools were sampled from each of three school types (strata) within each of the Demonstration school districts, and
- children were sampled from the stratefied population of each third and fourth grade classroom in the sampled schools.

We designed the sample so that it could support district-by-district analyses or analyses of various combinations of districts.

2.1.1 School Selection

Title I services are generally delivered through schools. In the Demonstration districts, as in Title I districts nationally, services ranged across all 12 grades and in some instances extended into kindergarten and preschool. Elementary school programs, however, consumed over 80% of the Title I money spent by the Demonstration districts, and instruction in the elementary years was primarily oriented toward the remediation of deficiences in reading and mathematics.

Not only was Title I itself concentrated in the elementary schools, but most of the programmatic and distributional changes proposed by the Demonstration districts were aimed at the elementary grades. Some districts proposed to alter the breadth and scope of elementary Title I programs; others planned to distribute these programs among larger numbers of schools and pupils. In three cases, school districts even proposed to reallocate secondary expenditures in order to increase funds available to elementary pupils.

In keeping with these realities we decided early to focus the attention of the project on the elementary schools in the Demonstration districts. We reasoned that to try to cover both elementary and secondary schools would have stretched the project's resources unduly, since instrumentation that would be suitable for one level would not work well at the other. In view of the important programmatic differences between elementary and secondary school offerings, moreover, it is doubtful that the most important features at one of these levels could also be identified and measured at the other; without such continuity, the study would have been fragmented into separate elementary and secondary school studies.

For purposes of sampling and generalization, we defined an elmentary school as any school containing grade three or grade four. Despite some non-standard grade structure patterns within the Demonstration school districts, this definition was found to be consistent with existing organizational arrangements.

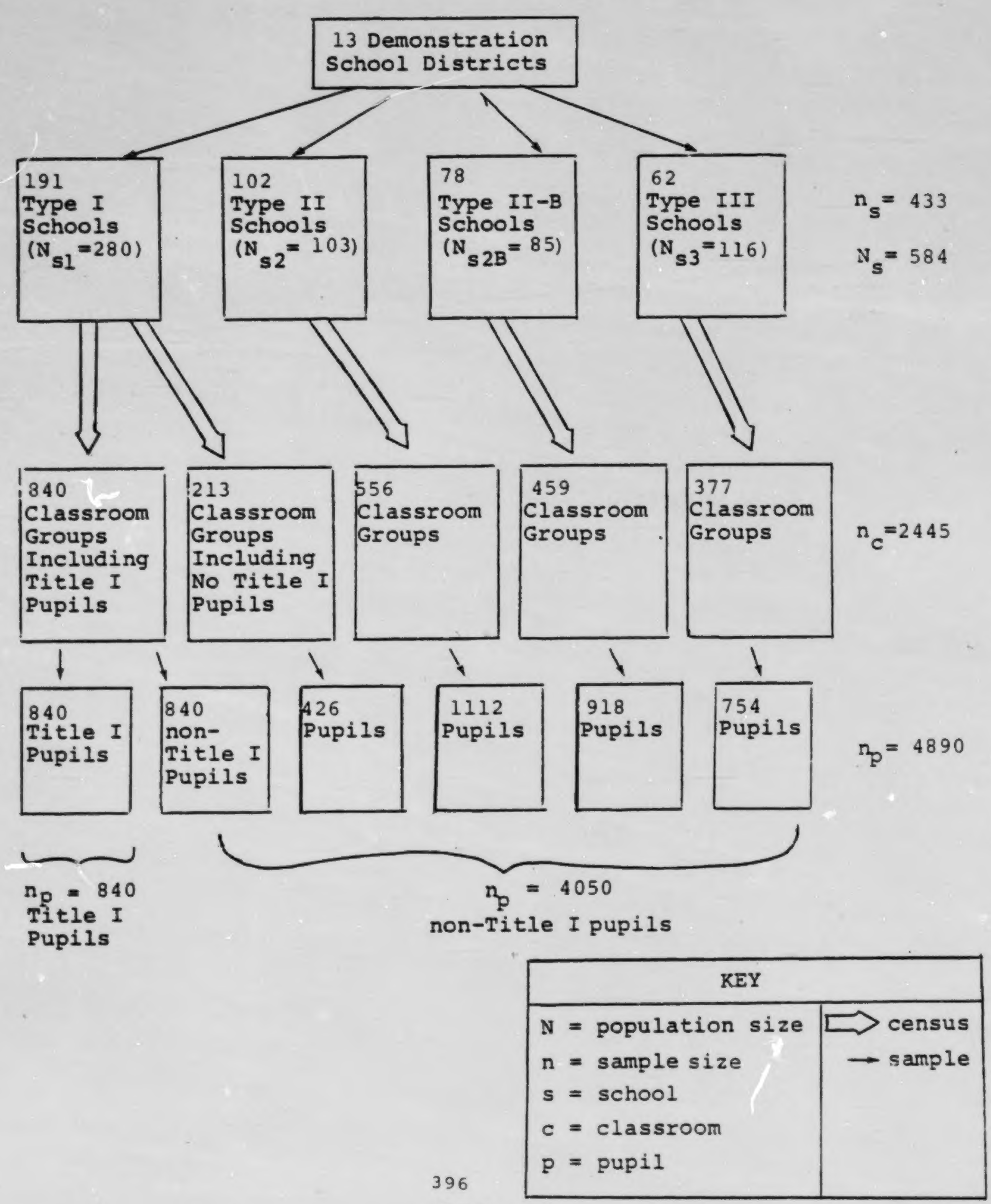
Within each Demonstration district, some schools were expected to change their Title I status (receiving, or not receiving funds) as a result of the waiver of federal regulations; others were not to change but to continue either receiving or not receiving funds as before. The research questions imply that we must compare the services received by children in different types (strata) of schools within each district:

- Type I: Schools that would receive Title I services in 1975-76 and would continue to receive them through the Demonstration;
- Type II: Schools that would not receive Title I services in 1975-76 but which would begin to receive them during the Demonstration; and
- Type III: Schools that would not receive Title I services either before or during the Demonstration.

According to the information we had in January 1976, the 13 Demonstration districts included 584 schools in 1975-76, as Figure D-1 indicates. Of these schools, we expected 280 to fall into Type I, 103 into Type II, 116 into Type III and 85 into an uncertain category (Type II-B) between Types II and III. These Type II-B schools did not have Title I in

FIGURE D-1

DESIGN OF THE YEAR I SAMPLE


13 Demonstration School Districts
191 Type I Schools (N_{s1}=280)
102 Type II Schools (N_{s2}= 103)
78 Type II-B Schools (N_{s2B}= 85)
62 Type III Schools (N_{s3}=116)
n_s= 433
N_s= 584
840 Classroom Groups Including Title I Pupils
213 Classroom Groups Including No Title I Pupils
556 Classroom Groups
459 Classroom Groups
377 Classroom Groups
n_c=2445
840 Title I Pupils
840 non-Title I Pupils
426 Pupils
1112 Pupils
918 Pupils
754 Pupils
n_p= 4890
n_p = 840 Title I Pupils
n_p = 4050 non-Title I pupils
KEY
N = population size
n = sample size
s = school
c = classroom
p = pupil
census
sample

1975-76 but might receive it during the Demonstration period. For sampling purposes, Type II-B was pooled with Type II and over-sampled. Since the direct effects of the Demonstration were to fall on some of these schools, we had to be sure to have adequate information about them.

Study resources did not permit us to gather classroom/student data in all 584 schools, so school sampling was necessary. The basic analysis was intended to compare school types within each district with respect to services and other characteristics of interest. Since no district or school type was a priori more important to the study's purposes than another, we chose to sample schools from types within districts so as to make as uniform as possible the precision of all possible school type comparisons.*

If schools were distributed evenly among districts and among types in each district, then equal-sized samples would yield equal precisions of estimate; the same would be true if the school populations were so large that the sample sizes would be neglibible by comparison. In fact, however, districts and types included varying and usually small numbers of schools. We needed, therefore, to sample heavily from rather small groups of schools, and so we followed a more complex rule for deciding how many of each type to take from each district. We sampled n schools at random from among the N schools of a given type in a given district, so that the mean of any characteristic in the sample would be 95% certain to deviate by no more than

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*The precision of a difference estimate is governed by that of the less precise of the two estimates being compared: to know a difference better, one should generally try to strengthen the sample in the less well-sampled stratum rather than in the better sampled one. Pairwise comparisons of uniform precision result most economically when types are sampled for uniform precision of simple estimate of the characteristics being compared.

± d units from the population mean that it estimates, where, approximately

$$d = 2\sigma\sqrt{\frac{N-n}{nN}},$$

and σ is the population standard deviation of the characteristic (assumed constant across types and districts, in the absence of evidence to the contrary). For purposes of design, we chose to tolerate sampling error such that the half-width d of the 95% confidence interval was one-fourth of a standard deviation of the characteristic in question.* Substituting $d = \frac{\sigma}{4}$ into the expression above, we obtain the formula for the sample size n as a function of the stratum population size N within a district:

$$n = \frac{64N}{N + 64}$$

School sampling for the first year of the study took place in January, 1976. Table D-1 shows the number of schools, total and sampled, in each stratum in each district. In general, we treated the rule derived above as a guide to minimum sample size: wherever there seemed to be strong reasons to strengthen a particular subsample, we did so. Nowhere did we draw smaller samples than the rule required.

In particular, we included in the sample all schools that either were to be or might possibly be Type II (i.e., Types II and II-B). Since Type II schools were generally fewer than those in the other types, since these schools would most likely benefit from the Demonstration and were therefore analytically

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* This selection of a tolerable width for the confidence interval is arbitary. We have followed, in this respect, the example of the Follow Through national evaluation, as reported in *Education as Experimentation: A Planned Variation Model*. Volume III-B, Abt Associates Inc. U.S. Office of Education Contract No. OEC-300-75-0134, July 1976, p. A-74.

TABLE D-1

ELEMENTARY SCHOOL TOTALS AND SAMPLE SIZES BY DISTRICT AND SCHOOL TYPE

DEMONSTRATION DISTRICT	SCHOOL TYPE							
	TYPE I SCHOOLS WITH TITLE I IN 1975-76 AND 1976-77		TYPE II SCHOOLS WITHOUT TITLE I IN 1975-76, BUT WITH TITLE I IN 1976-77		TYPE III SCHOOLS WITHOUT TITLE I IN 1975-76 & 1976-77		TOTAL ACROSS ALL SCHOOL TYPES	
	TOTAL	SAMPLE	TOTAL	SAMPLE	TOTAL	SAMPLE	TOTAL	SAMPLE
Adams County #12	3	3	13	13	0	0	16	16
Alum Rock	10	10	9	9	0	0	19	19
Berkeley County	10	10	2	1	1	1	13	12
Boston	66	35	20	20	31	22	117	77
Charlotte	49	28	(24)*	(24)*	0	0	73	52
Harrison County	25	18	5	5	0	0	30	23
Houston	54	30	34	34	81	36	169	100
Mesa	13	13	9	9	3	3	25	25
Newport	3	3	6	6	0	0	10	10
Racine	9	9	(19)	(17)	0	0	28	26
Santa Fe	11	11	5	5	0	0	16	16
Winston-Salem	17	11	(20)	(15)	0	0	37	26
Yonkers	9	9	(22)	(22)	0	0	31	31
TOTALS	280	191	188	180	116	62	584	433

*Numbers contained in parentheses are "pools" of Type II and Type II B from which some subset would become Demonstration Schools. See Text for full explanation.

important, and since their transitional status might make them more vulnerable to various problems that might lead to later non-response, we thought it prudent to miss no opportunity to gather data on these schools. In some districts, moreover, the sampling rule implied that we should sample all schools but one or two. In such instances, it would have cost more to implement the necessary exception procedures than simply to gather data in the additional schools. In the interest of maintaining field relationships with school district and school personnel, we decided in such cases to include all schools in the sample.

2.1.2 Student Selection

To find out how Title I services were distributed within and among the sampled schools, we next considered the necessity of sampling grade levels, classroom groups, and children. Assuming an average of something over two classrooms per grade level per school, each including between 20 and 25 children, we estimated that the 433 sampled schools would include a minimum of 5196 classroom groups in grades one through six, comprising between 103,920 and 129,900 children. Given that project resources would permit gathering the necessary data about services on perhaps 4000 or 5000 children, we followed a strategy which combined sampling with further focusing of the target population.

First, we decided to obtain information on every classroom group in grades three and four in the sampled schools, rather than to sample classrooms in a larger number of grades. This approach guaranteed that we would know about any important variations from classroom to classroom resulting from homogeneous classroom grouping, especially as it might cause Title I children to cluster in some classrooms and not in others. We chose grades three and four for several reasons: We reasoned that contiguous grades could share common instrumentation, whereas non-contiguous grades, such as two and five, might require separate questionnaires. In case of important non-response, moreover, analysis might benefit from a pooling of the two grades, which would make more sense in the case of contiguous grades. Grade three is often thought of as the last of the "lower elementary" years, and grade four as the first of the "upper elementary"; comparisons between the two grades would thus have some conceptual basis. Finally, we thought it important to avoid the transitional years of first and sixth grade, when the variables of interest might be particularly subject to fluctuations extraneous to the purposes of the study.

Since we estimated more than 2000 clasroom groups in the third and fourth grades of selected schools, we could afford to gather data on only two pupils in the average classroom. In addition, since teachers were to be the sources of information on services pupils received, this seemed to be the maximum burden for a given teacher to bear along with his/her regular teaching responsibilities.

In order to permit the desired analytic comparisons, we selected at random one Title I child and one non-Title I child from each classroom group that included both types of children. From classes with all or no Title I children, we selected two children at random.

2.1.3 Response Rates for Year I Classroom/Student Sample

The sample was designed to be highly insensitive to non-response at various levels. Any failure of districts, schools, or individual respondents to provide the necessary information on time and in a usable form must nevertheless have an effect on the shape and usefulness of the actual set of data on which we shall carry out our analyses. People and organizations being what they are, the actual Year 1 sample differs in several respects from its design.

When the time came to establish the samples of pupils, it appeared that the 433 sampled schools included approximately 2591 third-grade and fourth-grade classroom groups, and so we sent each school the necessary Classroom Roster forms.* For a classroom/student to be included in the Year 1 sample, the roster had to be in our hands by March 31, 1976. By that date, as Table D-2 shows, 1941 rosters, or 75% of the total, had been returned. The response rates from the districts were mostly 80% or better, ranging from 100% in Berkeley County down to 56% in Boston.

Two students were selected from each of the 1941 classrooms for which we had roster data. These 3882 pupils constituted the final target sample for Year 1 and were therefore the students for whom we collected information about the types of services delivered and received in each of the districts. With regard to services received, two Classroom Activities Logs (CAL)** observations were planned for each targeted student. Since there were 3882 targeted students, 7764 CAL observations were planned. Table D-2 shows that 6870 of these were actually completed, for a response rate of 88%. Ten of the districts returned more than 90% of their CALs, and only Yonkers (at 65%) had a response rate below 80%.

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* As noted in later discussions about instruments, Classroom Roster data were gathered for all students in selected classrooms. All other data were collected for two sampled students per classroom.

** The Classroom Activities Log is completed by regular classroom teachers and provides an account of the instruction received by the sampled students on randomly selected observation days.

TABLE D-2

OVERALL YEAR I RESPONSE RATES FOR THE CLASSROOM/STUDENT SAMPLE

District	Roster (Classroom Groups Data)			CAL (Pupil data)		
	Targeted	Rostered	Participation Rate (%)	Targeted*	Returned	Response Rate (%)
Adams County #12	94	64	68	256	244	95
Alum Rock	136	88	65	352	338	96
Berkeley County	62	62	100	248	239	96
Boston	348	194	56	776	684	88
Charlotte	360	283	79	1132	1014	90
Harrison County	81	75	93	300	297	99
Houston	729	520	71	2080	1718	83
Mesa	142	101	71	404	380	94
Newport	29	24	83	96	95	99
Racine	153	122	80	488	479	98
Santa Fe	86	82	95	328	308	94
Winston-Salem	235	199	85	796	744	93
Yonkers	136	127	93	508	330	65
TOTAL	2591	1941	75%	7764	6870	88%

*Since CAL data were obtained for each of two students or each of two observation days, the number of targeted CALs is four times the number of rosters returned.

With regard to services delivered, Student School Record Information Forms (SSRIF), and Regular and Compensatory Language Arts and Mathematics Modules (all of which were linked to the sampled students), were completed by teachers providing various types of instruction. As indicated in Table D-3, response rates for these instruments varied by site and by instrument. However, the overall rates (79.6% for the SSRIF and approximately 68% for all Modules) were in line with those for the other classroom/student instruments.

2.1.4 The Final Year I Classroom/Student Samples

As noted in the introduction to the discussion, the final implementation proposals submitted by the 13 districts have increased the number of school types from the original three to a rather complex set of ten. Much of this proliferation of school types is due to school closings and openings; some, however, is due to changes in implementation decisions. Charlotte and Winston-Salem, for example, eliminated Title I services for some schools. This practice had not been planned originally. In addition, Boston, Yonkers, Houston, and Alum Rock altered their plans in terms of the numbers of schools affected.

Table D-4 displays the new school type definitions and shows how they vary from district to district. A saturated school (see Alum Rock Types 1 and 2) is one in which all students receive Title I services; a concentrated school (see Alum Rock Types 9 and 0) is one in which only students having specific deficiencies in basic skill areas receive Title I. A "held harmless" school (see Houston Type 0) is one which qualified for Title I under poverty in 1975-76 but did not qualify under achievement in 1976-77. Services were delivered to the school in 1976-77, however, so that students previously served would not be deprived of Title I because of the Demonstration. A "Demonstration School" (see Yonkers Types 9 and 0) is one in which whole or almost whole classrooms are served by Title I

TABLE D-3

YEAR I RESPONSE RATES FOR THE STUDENT SCHOOL RECORD INFORMATION FORM (SSRIF) AND THE MODULES

DISTRICT	SSRIF	MODULES			
		REGULAR LANGUAGE ARTS	REGULAR MATHEMATICS	COMPENSATORY LANGUAGE ARTS	COMPENSATORY MATHEMATICS
ADAMS COUNTY #12	80.6	81.3	73.8	90.9	--*
ALUM ROCK	60.9	62.5	64.5	40.7	100.0
BERKELEY COUNTY	81.0	76.9	76.9	77.8	72.2
BOSTON	71.8	67.7	68.0	79.5	100.0
CHARLOTTE	80.4	78.7	79.2	79.2	85.7
HARRISON COUNTY	98.0	94.6	98.0	95.8	--
HOUSTON	76.7	55.0	54.3	33.7	23.9
MESA	85.8	86.8	86.3	60.4	72.0
NEWPORT	93.9	93.9	93.9	80.0	--
RACINE	85.8	79.9	80.3	72.2	66.7
SANTA FE	93.3	86.1	86.7	58.1	--
WINSTON-SALEM	88.7	96.6	86.3	78.9	--
YONKERS	62.6	63.1	62.6	48.0	73.9
AVERAGE	79.6	72.2	72.1	64.5	60.1

*No compensatory mathematics in the district's third and fourth grades.

TABLE D-4

DEFINITIONS OF THE TEN SCHOOL TYPES RESULTING FROM THE DISTRICTS' FINAL IMPLEMENTATION PROPOSALS

ALL DISTRICTS EXCEPT ALUM ROCK:

Type	75-76	76-77
1	TI*	TI
2	NTI	TI
3	TI	NTI
4	NTI	NTI
5	new school	TI
6	new school	NTI
7	TI	closed
8	NTI	closed

ONLY ALUM ROCK:

1	TI	TI (saturated)
2	NTI	TI (saturated)
3	TI	NTI
4	NTI	NTI
5	new school	TI
6	new school	NTI
7	TI	closed
8	NTI	closed

DISTRICT	TYPE 9	TYPE 0
Houston	NTI, NTI (eligible under achievement but skipped)	TI, TI (held harmless)
Alum Rock	TI, TI (concentrated)	NTI, TI (concentrated)
Yonkers	TI, TI (Demonstration school)	NIT, TI (Demonstration school)
Boston	NTI, TI (Demonstration school)	

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*Entries indicate the Title I status of schools. A Title I school (TI) is one in which selected students receive Title I services. A non-Title I school (NTI) is one in which no students receive Title I services.

(rather than the smaller number of students normally receiving Title I attention in the district using a pull-out model). Finally, a "Demonstration School" in Boston means a school which did not qualify under poverty but which did qualify under achievement.

Table D-5 displays the distribution of schools in each district by school type resulting from the updated school type definitions. It is apparent from these distributions and from the preceding definitions that we are in a position to address different kinds of questions than we had anticipated. This expansion of questions will most certainly result in a more interesting set of research results. The expansion of school types, however, has also resulted in a reduction in sample sizes by school type and grade level for several of the sites. The major implication here is that grade level analyses cannot be supported in the large majority of districts. Thus, in retrospect, the decision to sample from contiguous grades proved to be a wise one.

2.2 Selection Procedures and Response Rates for the Principal, Specialist, and Parent Samples

All elementary school principals in the thirteen districts were included in the principal sample. Each of them received a school and principal background form. Principals of schools receiving Title I services also received a Title I supplement; those with other compensatory programs also received an additional supplement. Response rates for the principal sample are displayed in Table D-6. As noted in the table, the overall response rate was found to be 84%. Response rates by site range from a low of 63% in Alum Rock and Boston to a high of 100% in Newport, Santa Fe, and Winston-Salem. Only three of the 13 sites had response rates below 75%.

TABLE D-5

NUMBER OF SCHOOLS IN EACH DISTRICT BY SCHOOL TYPE USING UPDATED DEFINITIONS OF SCHOOL TYPE*

SCHOOL DISTRICT	SCHOOL TYPE									
	0	1	2	3	4	5	6	7	8	9
Adams County #12, Colorado		3/3	13/13							
Alum Rock, California	3/3	4/4	5/5						1/1	6/6
Berkeley County, West Virginia		10/10			3/3					
Boston, Massachusetts		61/32	6/6		35/28			5/5	3/2	7/5
Charlotte, North Carolina		40/21	17/17	9/7	7/7					
Harrison County, West Virginia		25/18	5/5							
Houston, Texas		10/7	44/23	4/3	100/53					11/11
Mesa, Arizona		13/13	12/12							
Newport, Rhode Island		3/3	6/6							
Racine, Wisconsin		18/11	15/15							
Santa Fe, New Mexico		11/11	5/5							
Winston-Salem North Carolina		10/8	14/8	3/3	10/7					
Yonkers, New York	2/2	4/4	1/1		16/16			3/3	3/3	2/2

*The universe of schools containing grades 3 and/or 4 is presented in the upper left, and the sample in the lower right, of each cell.

TABLE D-6

1975-76 RESPONSE RATES FOR PRINCIPAL QUESTIONNAIRES

SITE	PRINCIPAL FORMS MAILED*	PRINCIPAL FORMS RECEIVED	PERCENT RESPONSE
Adams County #12, Colorado	16	12	75
Alum Rock,** California	19	12	63
Berkeley County, West Virginia	13	11	85
Boston, Massachusetts	117	74	63
Charlotte, North Carolina	73	67	92
Harrison County, West Virginia	30	29	97
Houston, Texas	169	119	70
Mesa, Arizona	25	19	76
Newport,** Rhode Island	10	10	100
Racine, Wisconsin	28	24	86
Santa Fe, New Mexico	16	16	100
Winston-Salem, North Carolina	37	37	100
Yonkers, New York	31	25	81
TOTALS	584	450	84

*Numbers may not agree with numbers in other sections of the report, because different grade spans were included in determining the universe of schools to be surveyed.

**Numbers do not agree with tables E1-E4 in Chapter 1 because different grade spans are included.

All elementary compensatory language arts and mathematics specialists in each of the Demonstration districts were included in the specialist sample. Each of them received an Instructional Schedule, the primary objective of which is to estimate the amount of time per week specialists spend instructing children. Response rates for this instruments are presented in Table D-7.As noted in the table, the overall response rate was found to be 72%.

The Parent Sample included (a) parents of all third- and fourth-grade Title I students in Title I schools and (b) parents of all third-grade students in non-Title I schools for whom teachers had completed CALs. Response rates for the sample are presented in Table D-8. The response rates for individual sites were high, with the exception of Berkeley County (49%) (where regional factors such as geographical and cultural distance limited the ability to conduct face-to-face interviews in the home), Yonkers (64%), and Adams County (68%).

TABLE D-7

1975-76 RESPONSE RATES FOR INSTRUCTIONAL SCHEDULES

SITE	INSTRUCTIONAL SCHEDULE SAMPLE	INSTRUCTIONAL SCHEDULE RETURNED	PERCENT RESPONSE
Adams County #12, Colorado	9	8	89
Alum Rock, California	16	14	87
Berkeley County, West Virginia	9	7	78
Boston, Massachusetts	265	175	66
Charlotte, North Carolina	153	136	89
Harrison County, West Virginia	18	18	100
Houston, Texas	379	260	69
Mesa, Arizona	13	6	46
Newport, Rhode Island	10	10	100
Racine, Wisconsin	21	16	76
Santa Fe, New Mexico	5	5	100
Winston-Salem, North Carolina	36	28	78
Yonkers, New York	52	27	52
TOTALS	986	710	72

TABLE D-8

1975-76 RESPONSE RATES FOR PARENT INTERVIEWS

SITE	PARENT INTERVIEW SAMPLE	INTERVIEWS CONDUCTED	RESPONSE RATE
Adams County #12, Colorado	63	43	68
Alum Rock, California	129	115	89
Berkeley County, West Virginia	75	37	49
Boston, Massachusetts	224	206	92
Charlotte, North Carolina	348	318	91
Harrison County, West Virginia	103	82	80
Houston, Texas	552	472	86
Mesa, Arizona	136	124	91
Newport, Rhode Island	27	25	93
Racine, Wisconsin	142	132	93
Santa Fe, New Mexico	100	96	96
Winston-Salem, North Carolina	232	195	84
Yonkers, New York	127	81	64
TOTALS	2131	1723	81

3.0 INSTRUMENTATION AND VARIABLE CONSTRUCTION

In Chapter 1, Part 1 of this report, the hybrid approach to data collection utilized in the Demonstration Study was described. As noted in that discussion, both formal and informal data gathering techniques were employed. (See Chart 1 for a summary of the formal instruments used.)

The data set obtained using this approach, while rich in information, was too large to be analyzed meaningfully at the item level. In order to accomplish the analysis, therefore, the items from a number of instruments were reduced to a more manageable number of variables. Two basic approaches were used to achieve this data reduction. Whenever possible, i.e., where justifiable on conceptual grounds, *a priori* procedures were used. In other cases, more empirical methods were chosen.

The *a priori* or conceptual approach was used when an item or set of items was originally intended to measure a single construct and when the derived score had a natural or readily interpretable metric. Variables involving time estimates, as in the Classroom Activities Log (CAL), as well as those involving counts, e.g., number of services available, fell into this category.

This approach yielded both single-item and multiple-item variables. Some single-item variables were scored according to their own natural metric (e.g., number of minutes of compensatory mathematics instruction, obtained from the CAL). Other single item variables (i.e., categorical variables with multiple response categories) were scored as dichotomous variables. Multiple-item variables were scored by simply adding the score for the individual items comprising that variable (e.g., number of minutes devoted to science and social studies might be summed to measure time devoted to these core curriculum activities).

CHART 1
RESPONDENTS, OBJECTIVES, AND FORMAT FOR FORMAL INSTRUMENTATION USED IN THE TITLE I DEMONSTRATION STUDY

DATA SOURCE	FORMAT	SAMPLE	PRIMARY OBJECTIVE	SECONDARY OBJECTIVE
Principal Questionnaire: Form I	Self-Administered Questionnaire	All Elementary School Principals in Demonstration Districts	To obtain a thorough description of the compensatory program(s) operating in each school.	To obtain a description of school and facilities, professional staff, and other contextual characteristics, as well as professional response to the Demonstration.
Principal Questionnaire: Title I Supplement	Self-Administered Questionnaire	Principals of all elementary schools currently served by Title I	To obtain a thorough description of the Title I services provided in each school.	To obtain information regarding criteria and procedures used in determining Title I eligibility as well as information about planning.
Principal Questionnaire: State Compensatory	Self-Administered Questionnaire	Principals of all elementary schools served by State Compensatory Education Programs	To obtain a thorough description of the state-funded compensatory services provided in each school.	To obtain information regarding criteria and procedures used in selecting students for state-funded compensatory programs, as well as information about planning
Teacher/Reading and Math Specialist Questionnaire Form I (Background)	Self-Administered Questionnaire	All sample teachers and specialists	To obtain information on staff opinions regarding compensatory education.	To obtain information on staff background characteristics and opinions regarding compensatory education.
Regular Program Description Modules	Self-Administered Questionnaire	Regular language arts and mathematics teachers of sample students	To obtain a description of the regular reading and mathematics instruction provided to sample students.	
Compensatory Program Description Modules	Self-Administered Questionnaire	All compensatory language arts and mathematics specialists, providers of compensatory language arts and mathematics to sample students	To obtain a thorough description of the compensatory reading and mathematics instruction provided to sample students.	To obtain information on the services delivered by compensatory language arts and mathematics specialists.
Classroom Activities Log (CAL)	Self-Administered Record Form	All sample students (completed by homeroom/primary teacher)	To obtain an estimate of the actual amount of instruction received by each student group.	To obtain an estimate of the actual instructional setting in which students receive instruction.
Classroom Roster	Self-Administered Record Form	All homeroom (primary) teachers in third and fourth grade classrooms in sample schools.	To obtain an unduplicated estimate of the characteristics of students participating in Title I and other compensatory programs.	To facilitate student sampling procedures.
Instructional Schedule	Self-Administered Record Form	All compensatory language arts and mathematics specialists	To estimate the amount of time specialists spend in direct instruction in various programs.	To facilitate specialist sampling procedures and form distribution.
Student School Record Information Form (SSRIF)	Self-Administered Record Form	All sample students (completed by teacher)	To obtain standardized achievement scores on sampled students as well as an unduplicated count of services received from Title I and other compensatory programs.	To obtain information on other student characteristics and amount of support services.
Parent Interview	Face-to-Face Interview	All parents of sampled Title I students	To estimate the socio-economic characteristics of Title I students.	To obtain information on the involvement, knowledge, and preferences of Title I parents.
Parent Advisory Council Interview (PAC)	Face-to-Face Interview	Members of Parent Advisory Council	To obtain information on involvement, knowledge, and preferences of PAC members.	To obtain information on structure and organization of PACs.

Empirical techniques were used to supplement conceptual judgement. During initial instrument development, many items were designed to be analyzed as sets measuring a single construct. For these item sets, factor analysis was performed in order to 1) confirm the unidimensionality of the set, and 2) determine whether each of the items in the set contributed to the hypothesized construct.

Each factor analysis was performed both within and across sites.* When multiple factor solutions occurred consistently across sites, and when the factors appeared to be conceptually meaningful, the original item set was partitioned into unidimensional subsets. When specific items consistently failed to contribute to factor solutions, these items were dropped from further consideration, unless they were of sufficient importance to be included as separate variables. Thus factor analysis was generally used to confirm assumptions about a set of items and to sharpen the item set.

In one instance--the facilities section of the Principal Questionnaire--factor analysis was used for yet another purpose. Several of the items in this section were subjected to exploratory factor analysis to see whether or not a limited number of constructs would emerge from this lengthy set of items. Since the factor solutions were neither conceptually meaningful nor consistent across sites, this exploratory approach was abandoned.

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*In cases where the numbers of respondents in certain sites were too small to support within-site analysis, factor analyses were performed on a subset of the 13 sites. The specific procedure employed was Rao's canonical factor analysis. This method focuses on the estimation of the common variances among variables (communalities). It is a form of maximum-likelihood analysis, and as such, provides statistical tests for the number of factors.

Two alternate techniques were considered for scoring these empirically derived variables:

- sum of the original integer codes (Likert Scale);* and
- sum of a nonlinear transformation of the original integer codes (Guttman Scale).**

In order to compare the approaches, a sample construct from the Principal Questionnaire was scored using data from three of the larger sites--Boston, Charlotte, and Houston--and from all other sites combined. (Small sample sizes precluded separate analyses from being performed upon all sites.) The results of the comparison are summarized in Table D-9.

As indicated in the table, while the Likert approach by its very nature provided identical weights across sites, the Guttman approach produced varying weights. Furthermore, the Guttman scaling procedure failed to increase the internal consistency of the scores, except for the rather anomalous case of Charlotte. The difficulty of obtaining a single unambiguous set of weights using the Guttman approach, together with the fact that the simple Likert scale proved to be equally reliable for the test case, led to discarding the Guttman approach to scoring. The computational simplicity of the Likert approach was another argument supporting this decision.

Using the Likert approach, all items forming a given variable were first assigned their actual response value. If a respondent answered 2/3 or more of the items in a scale,

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*Item indicators were categorical in nature, with indicators measuring the same construct having the same number of response categories.

**The nonlinear transformation was designed to maximize the internal consistency of the scale. See Guttman, L. "The Principal Components of Scale Analysis," in Stouffer, S., et. al., Measurement and Prediction, Princeton University Press, 1950.

TABLE D-9

A COMPARISON OF LIKERT AND GUTTMAN WEIGHTS FOR SELECTED SETS OF ITEMS

		ESTIMATED RELIABILITY		GUTTMAN ITEM WEIGHTS***				
SITE	N*	LIKERT	GUTTMAN	INDICATOR 1	INDICATOR 2	INDICATOR 3	INDICATOR 4	INDICATOR 5
Boston	70	.70	.70	752	7-3**	631	642	541
Charlotte	64	.48	.61	51-**	473	624	632	715
Houston	114	.59	.58	752	763	641	742	531
All Others Combined	331	.59	.58	631	753	741	652	742

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*Principals failing to respond to one or more of the five items were omitted for purposes of this comparison.

**Guttman fails to calculate weights for categories which have zero responses resulting in blanks in the Table.

***Likert weights are 3 2 1 for all items.

his/her responses were analyzed after the mean item response for the site was assigned to missing items. Item scores were summed to obtain scale scores. Scale scores were then transformed to T scores, with a mean of 50, and a standard deviation of 10. These T scores were derived using the mean of site means and the average of site standard deviations in the computations. Thus a scale score of 50 may be interpreted as representing the mean of site means and a score of 60 as representing one average standard deviation above the mean of means. This scoring routine was used in scoring all empirically derived scales.

Two approaches to the assessment of reliability were used. For observational variables from the CAL, the principal focus was on the correspondence of data supplied by teachers with that supplied by independent observers. This reliability analysis was presented in Appendix C. For the questionnaire items, where there was a greater concern about the structure and metric properties of the variables, reliability analysis focused on the internal consistency of the items in each scale. Cronbach's alpha, a generalization of the Kuder-Richardson Formula 20 and a widely accepted measure of internal consistency, formed the basis for these reliability analyses. A description of these scales, together with their reliabilities is presented in Tables D-10 and D-11.

TABLE D-10

ITEMS USED IN THE DEVELOPMENT OF THE INDEX OF SPECIAL FACILITIES

(DATA SOURCE: PRINCIPAL QUESTIONNAIRE)

ITEM #	ITEM	RESPONSE	RESPONSE CODE
22A	Central Media Center (a room or a section of a room primarily for use by students, which usually contains audio-visual equipment and materials)	Solely used Partly used Doesn't exist	3 2 1
22D	Teacher Reference Center (a room or section of a room containing current publications and reference materials especially for teachers' use in the development of instructional materials)	Solely used Partly used Doesn't exist	3 2 1
22E	Learning Laboratories (rooms containing student booths, carrels, or laboratory work stations where a single student uses instructional materials presented by a mechanical or electronic device and/or sound reproduction device)	Solely used Partly used Doesn't exist	3 2 1
22F	Instructional Materials Production Center (a room containing equipment and materials for production of duplicated materials, overhead transparencies, and other audio-visual materials)	Solely used Partly used Doesn't exist	3 2 1

reliability $\alpha = .67$

TABLE D-11

ITEMS USED IN THE CONSTRUCTION OF SCALES*

(Data Source: Parent Interview)

PTA INVOLVEMENT (6 Items)	PAC INVOLVEMENT (6 Items)	SCHOOL INVOLVEMENT (6 Items)	DISCUSSION OF STUDENT SELECTIO (3 Items)
-attending PTA (local or city wide) meetings -membership in (local or city wide) PTA -office holding in PTA (local or city wide)	-attending PAC (local or city wide) meetings -membership in PAC (local or city wide) -office holding in PAC (local or city wide)	-talking to principals -talking to school staff -observing classroom activities -working as a volunteer -accompanying classes on field trips -attending parent training classes	-hearing discussion of student selection options into special service classes in newspapers, radios, or TV -hearing discussion of student selection options into special services from friends, neighbors, or relatives -hearing discussion of student selection options into special services classes from school or parent-teacher organizations
MEAN RELIABILITY	MEAN RELIABILITY	MEAN RELIABILITY	MEAN RELIABILITY
$\alpha = .43$	$\alpha = .40$	$\alpha = .60$	$\alpha = .75$

*For the scale measuring information about T1 a somewhat different method was used because of missing data on many relevant items. A three point scale was constructed with a 1 assigned to parents who had not heard of T1 or its local designation. A 2 was assigned to parents who had heard of T1 (or its local designation) and a 3 assigned to parents who had heard of T1 and indicated some more specific knowledge of T1 programs and policies thorugh responses to open ended questions. Because of the small number of parents with a 3 ranking the scale was dichotomized into those with a 2 or three ranking versus all others.

4.0 Analytic Procedures

Given the hybrid nature of the study design, analytic procedures were of two basic types: qualitative and quantitative. Qualitative analysis was largely a matter of organizing and synthesizing numerous data elements collected for the Site Description Report via district documents and on-site interviews. Within and across site methods for interpreting these data are discussed briefly in Section 4.1. Quantitative analysis of survey data included both descriptive and comparative statistical methods. These are described in Section 4.2 for both within and across site comparisons. Since this report focuses on the planning year (1975-76) only, a discussion of the analysis of the changes resulting from the Demonstration is deferred to subsequent working papers and future reports.

4.1 Qualitative Methods

A number of procedures were designed to standardize the summarization, interpretation, and reporting of the qualitative data obtained for each site. Briefly, the procedures included two key features: a standardized report format and an extensive review process.* The standardized report format included detailed instructions for presenting each topic of the report developed for each site and offered sample figures, charts, table shells, and guidelines for interpreting data. These guidelines placed particular emphasis on the necessity of substantiating all interpretations and conclusions. Discussion/training sessions on format, problems of interpretation, and the limitations of the site description methodology were held for all authors and reviewers.

The review process was iterative and paid particular attention to issues of evidence and the validity of interpretations and conclusions. Each site report was reviewed three times, twice by Demonstration Study staff and once by a senior Abt Associates staff member not directly associated with the Study. These reviews included checks for substantiation of interpretations and conclusions, completeness of the presentation, and general adherence to the standardized format. In addition to this extensive in-house review, each site was asked to review its own description for accuracy and completeness.

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*See C. Baltzell, N. Brigham, "Research on Demonstration Title I Compensatory Education Projects: The Site Descriptions," Volume I, Cambridge, Mass., Abt Associates Inc., March 1, 1977, for a more detailed discussion of these procedures.

The Site Description Report presents the qualitative findings for each site, according to the standardized format. Each site description includes a discussion of four basic topics: the setting of the Demonstration, the application/planning process, compensatory education programs (1975-76), and allocation policy (1975-76, 1976-77). The Allocation Report,* together with chapters 6 and 7 of the present report, include summaries of these findings for the 13 sites in the Demonstration Study.

Several methods were used in order to synthesize the wealth of data contained in each of the site descriptions and to make cross-site comparisons. These techniques included:

- Simple tabulation of site-level data elements, e.g., the names of compensatory programs operating in each site;
- Combining and/or transforming site-level data elements for purposes of making cross-site comparisons, e.g., computing the percentage of funds expended for basic Title I and state funded activities in order to compare program emphasis across sites;
- Rating of districts along one or more dimensions, e.g., degree of integration between regular and compensatory programs;
- Ranking of districts along one or more dimensions, e.g., magnitude of change in schools and students served from 1975-76 to 1976-77;
- Development of typologies for classification purposes, e.g., classification of allocation policy options;

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*Vanecko, J. J., F. X. Archambault, N. L. Ames, "ESEA Title I Allocation Policy: Demonstration Study; Implementation Decisions; Research Plan," Abt Associates Inc., February 11, 1977.

- Graphic display of districts' position with respect to one or more continuous variables, and
- Combinations of the above.

In addition, the qualitative data are used to illustrate, specify, and clarify much of the quantitative data presented in the chapters 2 and 3.

4.2 Quantitative Methods

A variety of statistical methods was employed in the analysis of the quantitative data. A brief discussion of each is included in the appropriate sections of the body of this report. In this section, the general appraoch to the analysis of student level data is described. This approach pertains to Chapters 2, 3, and 8 of this report which describe student characteristics, student experiences, and community reaction, respectively.

4.2.1 Within-Site Analysis

The analysis of student data starts with a description of each variable in terms of the basic student type by school type design. The reported statistics include frequencies, proportions, means and standard deviations as appropriate to the measurement characteristics of the variable. These descriptive statistics provide a general picture from which preliminary interpretations of student type and school type differences can be made. These are then confirmed or disconfirmed by later comparative analyses in which these differences are subjected to statistical tests.

The comparative analyses used in this research are, for the most part, preplanned. However, careful study of the descriptive data can reveal potential difficulties in the interpretation of the comparative results. This is most likely when the sample frequencies are low, as is the case for some of the student experience data in the smaller sites.

Such things as extreme responses (i.e., outliers) affect the analyses in these more than in larger sites. Under such circumstances the comparative analysis will be abandoned or, if done, severely limited in interpretation as a result of some peculiarity of the data or the sample. In these instances, the peculiarities themselves may be of substantive interest.

Two basic questions guide the interpretation of the descriptive data and the approach to comparative analyses in each site:

- Are there differences between Title I and non-Title I students/parents in Title I schools?
- Are there differences between students/parents in Title I and non-Title I schools?

The first question is designed to address within-school differences in student characteristics and experiences. With regard to the former, one may assess whether or not Title I students are the lowest-achieving and/or poorest students in their schools. With regard to experiences, one may compare Title I and non-Title I students on their receipt of regular and compensatory instruction, while controlling for potential differences between Title I and non-Title I schools.

The second question addresses the differences between Title I and non-Title I schools. Here, both Title I and non-Title I students in Title I schools are treated as a single group and compared with students in non-Title I schools. One can thus compare student composition and experiences across schools to see if there are significant differences on these dimensions, independent of student type.

In addition to these major student and school concerns, several secondary issues are addressed in several sites. Where two types of Title I or non-Title I schools are available, a comparison of these schools is also made. These contrasts are particularly relevant where one of the school types will change status in the second year of the study. The comparisons help to determine characteristics of students in 1975-76 that could be related to the change in school status in 1976-77. They also set baselines on the experiences variables in preparation for the later analysis of change.*

A special analytic approach was needed to address the basic questions guiding this research for two reasons. First, the design is not balanced with respect to cells. This is illustrated in Table D-12. Since there cannot logically be Title I children in non-Title I schools, a balanced four-cell design cannot be constructed. It is possible, however, to do two comparisons which 1) compare Title I and non-Title I children within Title I schools and 2) compare all children in Title I schools to all children in non-Title I schools. The second reason arises from the attempt to make the comparisons among schools. The standard approach treats both

BASIC DESIGN FOR QUANTITATIVE ANALYSES

Table D-12

	SCHOOL	
CHILD	TI	NTI
Title I	A	x
non-Title I	B	C

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*As described in Section 2.0 of this Appendix, the sampling design called for selection from among third and fourth grade classrooms. In all cases, data were pooled over grades to improve sample sizes for tests of the comparisons. This was particularly critical in the smaller sites so that there would be sufficient numbers of observations per cell to make comparison reasonable. Analysis of grade level interactions for student characteristics data revealed only 4 of 65 interactions which accounted for 1% or more of the variance in any of the dependent variables on the classroom roster. Thus it appears that the combining of characteristics data for grades 3 and 4 has no significant effect on the interpretation of findings. Similar analyses of grade interactions for experiences data are now being performed and will be discussed in a later submission.

subgroups of children (Title I and non-Title I) of the Title I school sample as equal. The estimate for the Title I school is thus an unweighted average of these subgroups, i.e., A+B/2 with the cells labeled as in Figure D-12. However, since for both the characteristics and experiences data cell B always has substantially more respondents than cell A, the unweighted average is a biased estimate of the Title I school mean (the larger group, in this case B, is underrepresented in the average).

To provide for meaningful analyses of the unbalanced design with properly weighted estimates for the school comparisons, a regression approach to the analysis was used. The results of a properly formed regression analysis are statistically equivalent to those of the corresponding analysis of variance. The regression approach, however, allows greater flexibility in the construction and testing of non-standard comparisons. It is, therefore, more appropriate for dealing with the balance and weighting problems discussed above.

Most of the site analyses use the three cell layout given in Table D-12. For these the coding is straightforward, and the parameter estimates resulting from the use of these codes have simple, straightforward interpretations. The appropriate codes for these sites are given in Table D-13. The codes are functions of the cell n's and must be recomputed for

TABLE D-13

CODING FOR ANALYSES OF THREE CELL DESIGNS

CELL	n	α	β_1	β_2
A	n_A	1	$n_B/(n_A+n_B)$	$n_C/(n_A+n_B+n_C)$
B	n_B	1	$-n_A/(n_A+n_B)$	$n_C/(n_A+n_B+n_C)$
C	n_C	1	0	$-(n_A+n_B)/(n_A+n_B+n_C)$

each site. The estimates provided by use of these codes are given in Table D-14 in terms of the cell means. Terms like $n_A\bar{X}_A$ give the total for the cell, e.g., for cell A. Thus, α

TABLE D-14

PARAMETER ESTIMATES FOR THREE CELL CODE SCHEME

PARAMETER	ESTIMATES IN TERMS OF CELL MEANS
α	$(n_A\bar{X}_A+n_B\bar{X}_B+n_C\bar{X}_C)/(n_A+n_B+n_C)$
β_1	$\bar{X}_A - \bar{X}_B$
β_2	$(n_A\bar{X}_A+n_B\bar{X}_B)/(n_A+n_B) - \bar{X}_C$

is the sum of totals for all cells divided by the sum of the n's for all cells. This is the average of all observations for the variable being analyzed. Similarly, β_1 is the direct difference between the means of cells A and B; and β_2 is the difference between the mean of all responses in the Title I school and the mean of the non-Title I school.

As noted above, several of the sites have additional non-Title I school types. These were selected for special analyses, as illustrated in Table D-15. The coding for these

TABLE D-15

CELL LAYOUT FOR SITES WITH ADDITIONAL NON-TITLE I SCHOOLS

	SCHOOL			
CHILD	TITLE I	NON-TITLE I		
Title I	A			
non-Title I	B	C	D	E

sites is basically the same as for the three-cell sites. Slight modifications were necessary to the β_2 codes, and additional sets of codes were needed for special comparisons. These codes are given in Table D-16, and the corresponding estimates are given in Table D-17. By judicious assignment of the non-Title I schools to the cells one specified comparison could be insured. Any direct comparison between two non-Title I schools could be accomplished by assigning these to cells C and D of the design. (β_4 gives the difference between the means of these two schools.)

Another variation of the design resulted when there were two types of Title I schools in the district (see Table D-18). The resulting code scheme is given in Table D-19 and the estimates in Table D-20. In general, the comparisons are readily

TABLE D-16

CODING FOR SITES WITH
ADDITIONAL NON-TITLE I SCHOOLS

CELL	n	α	β_1	β_2	β_3	β_4
A	n_A	1	n_B/T_1*	T_2/T*	0	0
B	n_B	1	$-n_A/T_1$	T_2/T	0	0
C	n_C	1	0	$-T_1/T$	n_E/T_2	$n_D/(n_C+n_D)$
D	n_D	1	0	$-T_1/T$	n_E/T_2	$-n_C/(n_C+n_D)$
E	n_E	1	0	$-T_1/T$	$-(n_C+n_D)/T_2$	0

* $T_1 = n_A+n_B$, $T_2 = n_C+n_D+n_E$, $T = T_1+T_2$

TABLE D-17

ESTIMATES GENERATED BY CODES OF TABLE D-16

PARAMETER	ESTIMATES IN TERMS OF MEANS
α	$(n_A\bar{X}_A+n_B\bar{X}_B+n_C\bar{X}_C+n_D\bar{X}_D+n_E\bar{X}_E)/T$
β_1	$\bar{X}_A - \bar{X}_B$
β_2	$(n_A\bar{X}_A+n_B\bar{X}_B)/T - (n_C\bar{X}_C+n_D\bar{X}_D+n_E\bar{X}_E)/T_2$
β_3	$(n_C\bar{X}_C+n_D\bar{X}_D)/(n_C+n_D) - \bar{X}_E$
β_4	$\bar{X}_C - \bar{X}_D$

TABLE D-18

CELL LAYOUT FOR SITES WITH TWO TITLE I SCHOOLS

	SCHOOL			
CHILD	Title I	non-Title I	Title I	non-Title I
Title I	A		D	
non-Title I	B	C	E	F

TABLE D-19

CODE SCHEME FOR SITES WITH TWO TITLE I SCHOOL TYPES

CELL	n	α	β_1	β_2	β_3	β_4	β_5
A	n_A	1	$2n_Bn_Dn_E/C$*	T_2/T*	n_D+n_E/T_1	0	$n_B/2(n_A+n_B)$
B	n_B	1	$-2n_An_Dn_E/C$	T_2/T	n_D+n_E/T_1	0	$-n_A/2(n_A+n_B)$
C	n_C	1	0	$-T_1/T$	0	n_F/T_2	0
D	n_D	1	$2n_An_Bn_E/C$	T_2/T	$-(n_A+n_B)/T_1$	0	$-n_E/2(n_D+n_E)$
E	n_E	1	$-2n_An_Bn_D/C$	T_2/T	$-(n_A+n_B)/T_1$	0	$n_D/2(n_D+n_E)$
F	n_F	1	0	$-T_1/T$	0	$-n_C/T_2$	0

* $C = n_An_B(n_D+n_E) + n_Dn_E(n_A+n_B)$

$T_1 = (n_A+n_B+n_D+n_E)$, $T_2 = (n_C+n_F)$, $T = T_1+T_2$

TABLE D-20

ESTIMATE PROVIDED BY CODE SCHEME OF TABLE D-20

PARAMETER	ESTIMATE IN TERMS OF CELL MEANS
α	$(n_A\bar{X}_A+n_B\bar{X}_B+n_C\bar{X}_C+n_D\bar{X}_D+n_E\bar{X}_E+n_F\bar{X}_F)/T$
β_1	$\frac{\bar{X}_A+\bar{X}_D}{2} - \frac{\bar{X}_B+\bar{X}_E}{2}$
β_2	$((n_A\bar{X}_A+n_B\bar{X}_B+n_D\bar{X}_D+n_E\bar{X}_E)/(n_A+n_B+n_D+n_E))-((n_C\bar{X}_C+n_F\bar{X}_F)/(n_C+n_F))$
β_3	$((n_A\bar{X}_A+n_B\bar{X}_B)/(n_A+n_B))-((N_D\bar{X}_D+n_E\bar{X}_E)/(n_D+n_E))$
β_4	$\bar{X}_C - \bar{X}_F$
β_5	$2((\bar{X}_A-\bar{X}_B)n_An_B(n_D+n_E)-(\bar{X}_D-\bar{X}_E)n_Dn_E(n_A+n_B))/(n_An_B(n_D+n_E)+n_Dn_E(n_A+n_B)$

interpretable, as before. Two, however, deserve comment. β_1 is the average Title I child effect, i.e., it is the average of the effects from each of the Title I schools. It is not weighted and could be slightly biased if one type of Title I school has substantially fewer cases than the other. β_5 is a weighted interaction of child type and Title I school type. It is not readily interpretable and is treated as a residual. It is basically an indicator of differences that have not been tapped by the other comparisons. It is usable as a guide to post hoc analysis, especially of interactions, but cannot be interpreted by itself.

Finally, there is an occasional analysis based on two types of Title I schools and three types of non-Title I schools. The coding is basically a combination of those in Table D-20 with the special comparisons (β_3 and β_4) of Table D-16. The interpretation of these is the same as given above. The codes and the parameter estimates, based on Table D-21 below, are given in Tables D-22 and D-23.

TABLE D-21
CELL LAYOUT FOR SEVEN CELL DESIGN

	SCHOOL				
CHILD	TI	NTI	TI	NTI	NTI
Title I	A		D		
non-Title I	B	C	E	F	G

TABLE D-22

CODE SCHEME FOR SITES WITH SEVEN CELLS

CELL	N	α	β_1	β_2	β_3	β_4	β_5	β_6
A	n_A	1	$2n_B n_D n_E/C$*	T_2/T*	n_D+n_E/T_1*	0	0	$n_B/2(n_A+n_B)$
B	n_B	1	$-2n_A n_D n_E/C$	T_2/T	n_D+n_E/T_1	0	0	$-n_A/2(n_A+n_B)$
C	n_C	1	0	$-T_1/T$	0	$(n_F+n_G)/T_2$*	0	0
D	n_D	1	$2n_E n_A n_B/C$	T_2/T	$-(n_A+n_B)/T_1$	0	0	$-n_E/2(n_D+n_E)$
E	n_E	1	$-2n_D n_A n_B/C$	T_2/T	$-(n_A+n_B)/T_1$	0	0	$n_D/2(n_D+n_E)$
F	n_F	1	0	$-T_1/T$	0	$-n_C/T_2$	$n_G/(n_F+n_G)$	0
G	n_G	1	0	$-T_1/T$	0	$-n_C/T_2$	$-n_F/(n_F+n_G)$	0

* $C = n_A n_B(n_D+n_E) + n_D n_E(n_A+n_B)$

$T_1 = n_A+n_B+n_D+n_E$, $T_2 = n_C+n_F+n_G$, $T = T_1+T_2$

TABLE D-23

ESTIMATES PROVIDED BY CODES OF TABLE D-22

PARAMETER	ESTIMATE IN TERMS OF MEANS
α	$(n_A\bar{X}_A+n_B\bar{X}_B+n_C\bar{X}_C+n_D\bar{X}_D+n_E\bar{X}_E+n_F\bar{X}_F+n_G\bar{X}_G)/T$
β_1	$\frac{\bar{X}_A+\bar{X}_D}{2} - \frac{X_B+X_E}{2}$
β_2	$((n_A\bar{X}_A+n_B\bar{X}_B+n_D\bar{X}_D+n_E\bar{X}_E)/T_1) - (n_C\bar{X}_C+n_F\bar{X}_F+n_G\bar{X}_G)/(n_C+n_F+n_G)$
β_3	$((n_A\bar{X}_A+n_B\bar{X}_B)/(n_A+n_B)) - ((n_D\bar{X}_D+n_E\bar{X}_E)/(n_D+n_E))$
β_4	$\bar{X}_C-(n_F\bar{X}_F+n_G\bar{X}_G)/(n_F+n_G)$
β_5	$\bar{X}_F - \bar{X}_G$
β_6	Residual

It was noted previously that the Title I student effect and the residual effect were designed to fit into the general scheme of the analysis, but that there were other ways to approach these same questions. In particular, it is possible to weight the TI/NTI student comparison so that each subgroup contributes in proportion to its size. This would lead to better estimates if, for instance, type 1 schools in Charlotte were much larger than type 3 schools.

As a check on the possibility that the weighted method might provide different estimates, a separate analysis was conducted. The β estimate was recomputed using the weighted approach and the results compared with those obtained using the current design. These results are presented in Tables D-24 and D-25. In general, the estimates provided by the two methods are similar in direction and in magnitude. Either set of results can be used to make comparative inferences. For this report we have used the design approach for consistency with the other comparisons.

TABLE D-24

WEIGHTED AND UNWEIGHTED TI/NTI STUDENT DIFFERENCES FOR SELECTED STUDENT CHARACTERISTICS

STUDENT CHARACTERISTICS	ALUM ROCK		CHARLOTTE		HOUSTON		WINSTON-SALEM		YONKERS	
	Design	Weighted	Design	Weighted	Design	Weighted	Design	Weighted	Design	Weighted
Sex	-.007	-.016	.082	.094	.064	.062	.100	.101	.120	.121
Race/Ethnicity	.042	.052	.444	.397	.054	.032	.369	.295	.260	.253
Reading Ach.	-.011	-.019	.657	.657	.310	.263	.638	.603	.337	.321
Free Lunch Participation	.025	.023	.467	.437	.059	.091	.446	.360	.358	.352
Prestige	-3.06	-2.7	-10.8	-10.9	-6.00	-2.55	-3.8	-2.9	-23.2	-23.47
Education	-1.5	-8.3	-1.8	-1.9	.65	.44	-.33	-.63	-2.56	-1.34
AFDC	.31	.359	.091	.081	.048	-.006	.098	.086	-.009	.006
Poverty	.23	.203	.223	.232	.154	.122	-.14	.106		

TABLE D-25

WEIGHTED AND UNWEIGHTED TI/NTI STUDENT EXPERIENCES FOR SELECTED STUDENT EXPERIENCES

STUDENT EXPERIENCE	DISTRICT							
	ALUM ROCK		CHARLOTTE		WINSTON-SALEM		YONKERS	
	Design	Weighted	Design	Weighted	Design	Weighted	Design	Weighted
Content Area								
Regular Language Arts	-7.6	-6.1	-15.8	-15.3	-17.6	-19.4	-5.4	-12.7
Compensatory Language Arts	5.1	3.8	25.9	24.9	28.3	33.4	12.0	13.5
Regular Mathematics	-0.9	-0.5	-4.1	-3.6	-1.8	-0.4	-4.0	-8.4
Compensatory Mathematics	2.2	2.0	7.3	7.9	0.1	0.1	8.1	9.3
Special Services	1.4	1.5	0.2	1.0	1.6	2.0	2.3	2.2
Other Instruction	-11.1	-12.8	-7.5	-7.3	-11.0	-11.9	-2.4	-5.2
Non-Academic Instruction	10.6	12.3	-5.2	-5.8	-1.4	-2.6	6.4	9.0
Other	0.5	1.4	0.9	-1.3	-1.9	-0.4	-14.6	-6.0
Group Size								
One	13.0	13.4	2.1	0.7	2.8	0.6	-3.3	-7.1
Small (2 - 5)	3.4	6.4	28.9	28.0	26.9	25.8	6.2	0.3
Medium (6 - 20)	-16.2	-17.3	0.4	0.6	9.6	13.8	-10.1	-9.0
Large (over 20)	-4.4	-5.5	-37.3	-35.9	-27.9	-28.3	7.0	15.2
Teacher Type								
Professional	9.9	9.0	-26.7	-26.4	-23.4	-19.6	-10.6	-9.4
Instructional Specialist	-3.3	-3.0	27.0	27.8	21.8	27.0	9.1	10.0
Paraprofessional	14.2	17.7	12.2	9.5	15.3	13.7	-7.2	-5.5
No Adult	-27.0	-29.1	-14.7	-13.1	-9.3	-12.7	11.3	4.4

4.2.2 Cross-Site Analysis

The primary method for making cross-site comparisons in this report is the presentation of two-dimensional graphs summarizing the basic school and student contrasts for each site. A sample two-dimensional graph for student characteristics is presented in Figure 2-E and repeated here as Figure D-2. The horizontal axis represents the regression coefficient for the TI/NTI school comparison; the vertical axis represents the regression coefficient for the TI/NTI student comparison. Entries represent the intersection of each site's values for each of these comparisons.

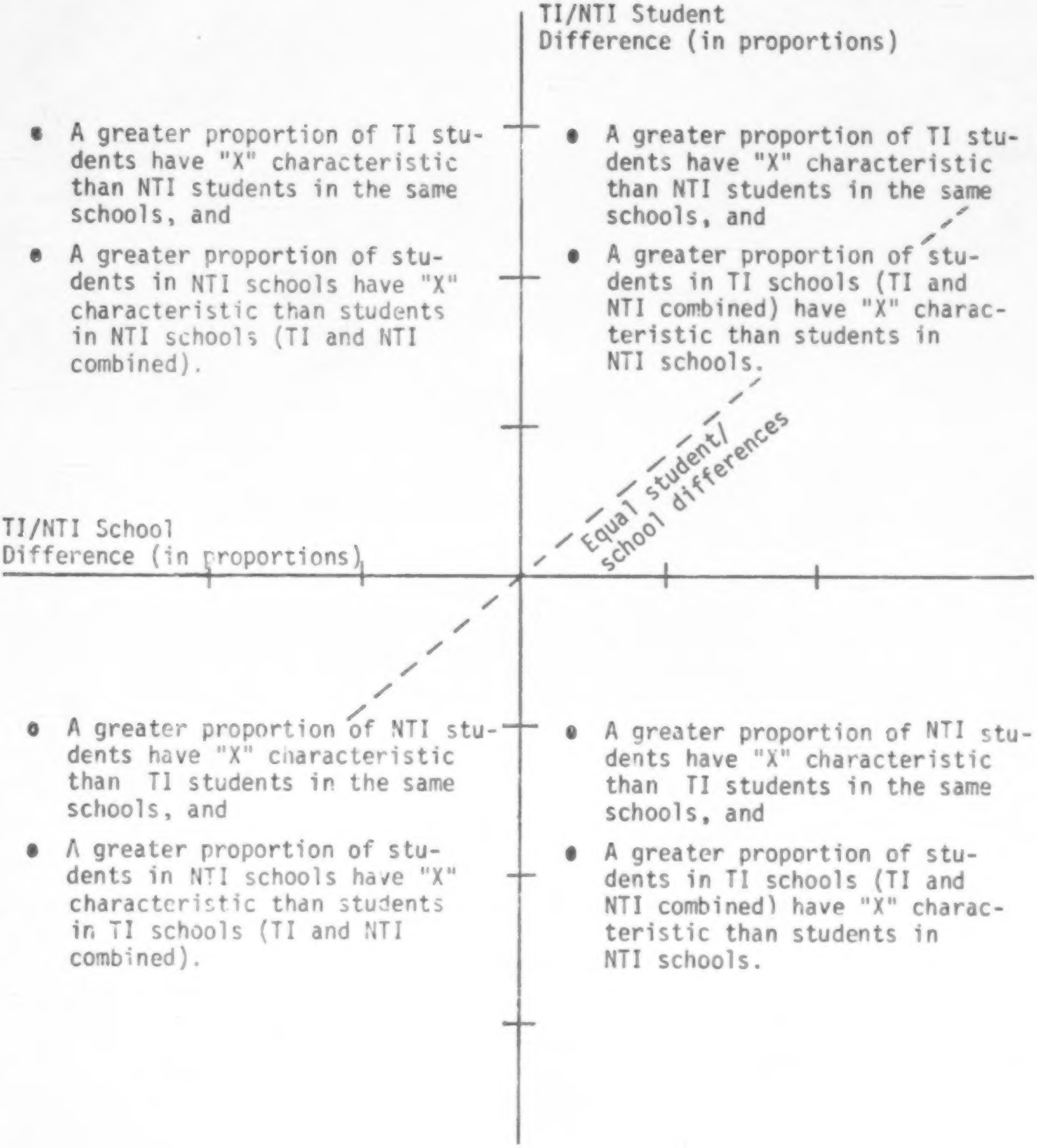
Sites falling in the upper right quadrant have more TI students and TI schools with the characteristic in question, i.e., both comparisons favor the Title I group. Sites falling in the upper left quadrant have more Title I students with the characteristic in question, but fewer TI schools than TI schools with the characteristic. The remaining quadrants can be interpreted similarly.

The relationship between the student and school type differences can also be seen from this plot. All departures from the 45 degree axis mean that either school or student differences are larger than the other. The magnitude of these differences can be revealed by measuring the distance between the district's actual location on the graph and the intersection of that location with the 45 degree axis.

This display is useful in summarizing the major school and student comparisons for each variable across sites. Districts which have similar contrasts should be physically close on the graph; districts with dissimilar contrasts should be physically distant. This visual summary is also helpful in detecting baseline year patterns which may be associated with allocation policy choices.

Figure D-2

Example of Two-Dimensional Plot of "X" Student Characteristic


TI/NTI Student
Difference (in proportions)
TI/NTI School
Difference (in proportions)
Equal student/
school differences

- A greater proportion of TI students have "X" characteristic than NTI students in the same schools, and
- A greater proportion of students in NTI schools have "X" characteristic than students in NTI schools (TI and NTI combined).

- A greater proportion of TI students have "X" characteristic than NTI students in the same schools, and
- A greater proportion of students in TI schools (TI and NTI combined) have "X" characteristic than students in NTI schools.

- A greater proportion of NTI students have "X" characteristic than TI students in the same schools, and
- A greater proportion of students in NTI schools have "X" characteristic than students in TI schools (TI and NTI combined).

- A greater proportion of NTI students have "X" characteristic than TI students in the same schools, and
- A greater proportion of students in TI schools (TI and NTI combined) have "X" characteristic than students in NTI schools.

APPENDIX E

PART I: Compensatory Services and Activities from the School Perspective

PART II: Detailed Data Tables from Chapter 6 (The Context of the Demonstration)

Appendix E is divided into two parts. Part I discusses compensatory services and activities from the school perspective, thereby providing corroborating data for Section 6.3. Part II presents the miscellaneous detailed data tables that serve as the basis for Sections 6.4 through 6.7.

The following keys are used throughout the tables in this appendix:

1) NA, which indicates that data are not currently available or that the number of responses to an item was insufficient (≤ 2) to allow interpretation and discussion; and

2) NP, which indicates that the program in question does not operate in a particular site.

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APPENDIX E

PART I

Compensatory Services and Activities from the School Perspective

This portion of Appendix E describes in detail compensatory services and activities from the school perspective. Addressed are:

- overall scope of services;
- variance in services between Title I and non-Title I schools; and
- sponsorship, i.e., funding source of services.

Scope of Services

The spectrum of compensatory instructional and support services offered by the elementary schools of the 13 districts is displayed in Tables E-1 and E-2 respectively. These data focus on services and do not reflect school type, (Title I/non-Title I) or sponsorship, i.e. funding source.

As Table E-1 shows, in 1975-76 four instructional areas--reading, language arts, math, and pre-school/kindergarten learning activities were the primary foci of compensatory instruction across the 13 districts. Particular emphasis was placed on reading and language arts. Large portions of schools in most districts report offering one or both of these services. The next most commonly offered instructional activity was math, followed by pre-school and kindergarten learning activities.

After these basic skills, the next most commonly offered types of instructional services are Bilingual Instruction and English as a Second Language (ESL). As Table E-1 shows, schools in districts with appreciable linguistic minorities frequently offer one or both of these services.

TABLE E-1

NUMBER AND PERCENTAGE OF ELEMENTARY SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTION ACTIVITIES BY DISTRICT

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	NUMBER OF SCHOOLS	COMPENSATORY INSTRUCTION ACTIVITY*																							
		BASIC SKILLS								SPECIAL SERVICES				MISCELLANEOUS											
		READING		LANGUAGE ARTS		MATH		PRE-SCHOOL KINDERGARTEN LEARNING ACTIVITIES		BILINGUAL		ENGLISH AS A SECOND LANGUAGE		LOWER STUDENT: ADULT RATIO		MUSIC, ART		GENERAL ENRICHMENT		SCIENCE OR SOCIAL/ CULTURAL		INDUSTRIAL ARTS/HOME ECONOMICS		OTHER INSTRUCTIONAL	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADAMS COUNTY #12	12	2	16.7	2	16.7	1	8.3	--	--	1	8.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--
ALUM ROCK	12	12	100.0	11	91.7	11	91.7	8	66.7	8	66.7	9	75.0	11	91.7	3	25.0	6	50.0	10	83.3	1	8.3	--	--
BERKELY COUNTY	11	9	81.8	2	18.2	8	72.7	1	9.1	--	--	--	--	1	9.1	--	--	1	9.1	--	--	--	--	--	--
BOSTON	74	36	48.6	4	5.4	10	13.5	14	18.9	1	1.4	9	12.2	1	1.4	3	4.1	1	1.4	2	2.7	4	5.4	--	--
CHARLOTTE	67	45	67.2	8	11.9	32	47.8	--	--	--	--	--	--	3	4.5	--	--	1	1.5	--	--	--	--	--	--
HARRISON COUNTY	29	24	82.8	6	20.7	2	6.9	1	3.4	--	--	--	--	2	6.9	--	--	--	--	1	3.4	--	--	--	--
HOUSTON	119	61	51.3	42	35.3	45	37.8	43	36.1	22	18.5	9	7.6	13	10.9	7	5.9	12	10.1	6	5.0	--	--	3	2.5
MESA	19	11	57.9	4	21.1	10	52.6	2	10.5	9	47.4	10	52.6	2	10.5	2	10.5	1	5.3	--	--	--	--	--	--
NEWPORT	10	10	100.0	9	90.0	--	--	2	20.0	1	10.0	1	10.0	2	20.0	--	--	--	--	--	--	--	--	--	--
RACINE	24	23	95.8	21	87.5	1	4.2	9	37.5	7	29.2	3	12.5	4	16.7	--	--	1	4.2	1	4.2	--	--	--	--
SANTA FE	16	12	75.0	7	43.8	2	12.5	1	6.3	8	50.0	2	12.5	3	18.8	2	12.5	4	25.0	2	12.5	--	--	--	--
WINSTON-SALEM	37	14	37.8	4	10.8	--	--	10	27.0	--	--	--	--	3	8.1	5	13.5	3	8.1	--	--	--	--	--	--
YONKERS	25	11	44.0	5	20.0	6	24.0	6	24.0	6	24.0	9	36.0	--	--	--	--	1	4.0	--	--	--	--	--	--

*Dashed lines indicate that none of the schools in the district provide the activity in question. Not provided is defined to also include presence of only locally funded activities, or an unspecified response as to funding source.

TABLE E-2

NUMBER AND PERCENTAGE OF ELEMENTARY SCHOOLS OFFERING VARIOUS SUPPORT SERVICES BY DISTRICT

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	NUMBER OF SCHOOLS	SUPPORT SERVICE*																							
		COUNSELING		PSYCHOLOGICAL, DIAGNOSTIC OR PSYCHIATRIC		SOCIAL WORK		COMMUNITY SERVICES		SPEECH AND HEARING THERAPY		MEDICAL-DENTAL		TRANSPORTATION		FOOD SERVICES		CLOTHING		LIBRARY		STAFF RESOURCE CENTER		OTHER	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
ADAMS COUNTY #12	12	2	16.7	1	8.3	1	8.3	2	16.7	--	--	2	16.7	1	8.3	3	25.0	--	--	3	25.0	1	8.3	--	--
ALUM ROCK	12	5	41.7	4	33.3	1	8.3	7	48.3	4	33.3	4	33.3	8	66.7	8	66.7	--	--	10	83.4	7	58.3	--	--
BERKELEY COUNTY	11	2	18.2	4	36.4	5	45.5	1	9.1	4	36.4	2	18.2	1	9.1	3	27.3	1	9.1	3	27.3	--	--	--	--
BOSTON	74	3	4.1	5	6.8	4	5.4	11	14.9	4	5.4	9	12.2	9	12.2	31	41.9	1	1.4	17	23.0	2	2.8	--	--
CHARLOTTE	67	5	7.5	2	3.0	16	23.9	8	11.9	2	3.0	14	20.9	--	--	17	25.4	2	3.0	5	7.5	7	10.4	1	1.5
HARRISON COUNTY	29	1	3.4	3	10.3	9	31.0	2	6.9	4	13.8	22	75.9	6	20.7	9	31.0	20	70.0	4	13.8	8	27.6	--	--
HOUSTON	119	30	25.2	18	15.1	3	2.5	7	5.9	25	21.0	16	13.4	10	8.4	58	48.7	31	26.1	16	13.4	14	11.8	1	0.8
MESA	19	5	26.3	4	21.1	2	10.5	2	10.5	4	21.1	5	26.3	3	15.8	12	63.2	--	--	8	42.1	1	5.3	--	--
NEWPORT	10	1	10.0	1	10.0	1	10.0	5	50.0	1	10.0	1	10.0	1	10.0	10	100.0	--	--	1	10.0	--	--	--	--
RACINE	24	9	37.5	5	20.6	10	41.7	7	29.2	4	16.7	--	--	4	16.7	14	58.3	--	--	13	54.2	3	12.5	--	--
SANTA FE	16	8	50.0	5	31.3	10	62.5	1	6.3	9	56.3	9	56.3	7	43.8	6	37.5	6	37.5	6	37.5	5	31.3	--	--
WINSTON-SALEM	37	6	16.2	2	5.4	5	13.5	5	13.5	--	--	5	13.5	1	2.7	15	40.5	2	5.4	6	16.2	2	5.4	--	--
YONKERS	25	6	24.0	7	28.0	8	32.0	--	--	4	16.0	--	--	1	4.0	11	44.0	--	--	5	20.0	2	8.0	--	--

*Dashed lines indicate that none of the schools in the district provided the activity in question. Not provided is defined to also include presence of only locally funded activities, or an unspecified response as to funding source.

The remaining five miscellaneous instructional services, three of which are concerned with enrichment types of activities are offered to a lesser, albeit varying, degree across the 13 districts. Assessment of the frequency with which these services were offered is made especially difficult by the low response rate. However, this in itself is possibly indicative of schools' attaching a lesser priority to these services. Schools most commonly offered a lower student/adult ratio. General enrichment and music and art are the second most commonly offered; science or social/cultural activities, the third. Alum Rock stands out as having a sizeable portion of schools offering these three enrichment activities.

As is evident from Table E-2, in 1975-76 a wide range of compensatory support services was generally provided. Food services were the most commonly offered,followed by social work. Third in order of frequency were library, counseling, medical-dental, psychological and speech and hearing therapy. These are followed by community, transportation, and staff resource center, and clothing services. Schools in Newport stand out as providing very few services, specifically community and food services. The service most often not provided is clothing, which is omitted by six of the 13 districts. Of those providing clothing, Harrison County stands out as having an unusually high percentage of schools providing this service. Medical/dental services and staff resource center, ommitted by two districts, were the second least provided services.

School-Type Variance in Services

Table E-3 and E-4 display principal data on the relationship of instructional and support services to school type (Title I/non-Title I). As Table E-3 reveals, instructional services were generally concentrated in Title I schools. The only exception to this pattern is Alum Rock, where seven of the 11 services were concentrated in non-

TABLE E-3

PERCENTAGE OF ELEMENTARY SCHOOLS PROVIDING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY DISTRICT BY SCHOOL TYPE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	NUMBER OF SCHOOLS		COMPENSATORY INSTRUCTIONAL ACTIVITY*																							
			READING		LANGUAGE ARTS		MATH		PRE-SCHOOL KINDERGARTEN LEARNING ACTIVITIES		BILINGUAL INSTRUCTION		ENGLISH AS A SECOND LANGUAGE		LOWER STUDENT: ADULT RATIO		MUSIC, ART		GENERAL ENRICHMENT		SCIENCE OR SOCIAL/ CULTURAL STUDIES		INDUSTRIAL ARTS HOME ECONOMICS		OTHER INSTRUCTIONAL	
	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI
ADAMS COUNTY #12	3	9	66.7	--	66.7	--	33.3	--	--	--	33.3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
ALUM ROCK	6	6	100.0	100.0	83.3	100.0	100.0	83.3	83.3	50.0	50.0	83.3	83.3	66.7	83.3	100.0	16.7	33.3	50.0	50.0	83.3	83.3	--	16.7	--	--
BERKELEY COUNTY	8	3	75.0	33.3	25.0	--	100.0	--	12.5	--	--	--	--	--	12.5	--	--	--	12.5	--	--	--	--	--	--	--
BOSTON	36	38	97.2	2.6	11.1	--	25.0	2.6	38.9	--	8.3	--	25.0	--	2.8	--	2.8	2.6	2.8	--	2.8	--	11.1	--	--	
CHARLOTTE	44	23	97.7	4.3	18.2	--	72.7	--	--	--	--	--	--	--	6.8	--	--	--	--	4.3	--	--	--	--	--	--
HARRISON COUNTY	24	5	100.0	--	25.0	--	8.3	--	4.2	--	--	--	--	--	8.3	--	--	--	4.2	--	4.2	--	--	--	--	--
HOUSTON	32	87	96.9	34.5	59.4	26.4	59.4	29.9	75.0	21.8	31.3	13.8	6.3	8.1	31.3	3.5	6.3	5.8	25.0	4.6	3.1	5.8	--	--	6.3	1.2
MESA	9	10	100.0	20.0	33.3	10.0	100.0	10.0	22.2	--	66.7	70.0	55.6	50.0	11.1	--	22.2	--	11.1	--	--	--	--	--		--
NEWPORT	4	6	100.0	100.0	100.0	83.3	--	--	25.0	16.7	25.0	--	25.0	--	50.0	--	--	--	--	--	--	--	--	--	--	--
RACINE	7	17	100.0	94.1	85.7	88.2	--	5.9	42.9	35.3	71.4	11.8	14.3	5.9	28.6	11.8	--	--	--	5.9	--	5.9	--	--	--	--
SANTA FE	11	5	100.0	20.0	54.5	20.0	9.1	20.0	9.1	--	36.4	80.0	9.1	20.0	27.3	--	18.2	--	27.3	20.0	18.2	--	--	--	--	--
WINSTON-SALEM	13	24	100.0	4.2	30.8	--	--	--	76.9	--	--	--	--	--	23.1	--	38.5	--	7.7	--	--	--	--	--	--	--
YONKERS	7	18	100.0	22.2	57.1	5.6	85.7	--	42.9	16.7	71.4	5.6	71.4	22.2	--	--	--	--	--	5.6	--	--	--	--	--	--

*Dashed lines indicate that none of the schools in the district provide the activity in question. Not provided is defined to also include presence of only locally funded activites or an unspecified response as to funding source.

TABLE E-4

PERCENTAGE OF ELEMENTARY SCHOOLS PROVIDING VARIOUS COMPENSATORY SUPPORT SERVICES BY DISTRICT BY SCHOOL TYPE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	NUMBER OF SCHOOLS		SUPPORT SERVICE*																									
			COUNSELING		PSYCHOLOGICAL, DIAGNOSTIC OR PSYCHIATRIC		SOCIAL WORK		COMMUNITY SERVICES		SPEECH AND HEARING THERAPY		MEDICAL/ DENTAL		TRANSPORTATION		FOOD SERVICES		CLOTHING		LIBRARY		STAFF RESOURCE CENTER		OTHER			
	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI	TI	NTI		
ADAMS COUNTY #12	3	9	66.7	--	33.3	--	33.3	--	66.7	--	66.7	--	66.7	--	33.3	--	66.7	--	--	--	66.7	--	33.3	--	--	--		
ALUM ROCK	6	6	33.3	50.0	33.3	50.0	16.7	--	50.0	66.7	16.7	50.0	33.3	33.3	50.0	83.3	83.3	50.0	--	--	100.0	66.7	50.0	66.7	--	--		
BERKELEY COUNTY	8	3	25.0	--	50.0	--	62.5	--	12.5	--	50.0	--	25.0	--	25.0	--	37.5	--	12.5	--	37.5	--	--	--	--	--		
BOSTON	36	38	8.3	--	13.9	--	8.3	2.6	30.6	--	11.1	--	25.0	--	22.2	2.6	61.1	18.4	2.8	--	36.1	10.5	5.6	--	--	--		
CHARLOTTE	44	23	9.1	4.3	2.3	4.3	34.1	4.3	15.9	4.3	2.3	4.3	27.3	4.3	--	--	31.8	13.0	2.3	--	11.4	4.3	13.6	4.3	2.3	--		
HARRISON COUNTY	24	5	4.2	--	12.5	--	37.5	--	8.3	--	16.7	--	91.7	--	25.0	--	33.3	40.0	83.3	--	16.7	--	20.8	--	--	--		
HOUSTON	32	87	65.5	10.3	15.6	14.9	3.1	2.3	18.8	1.1	31.3	17.2	43.8	2.3	9.4	8.0	87.5	34.5	93.8	1.1	15.6	12.6	18.8	9.2	--	1.1		
MESA	9	10	55.6	--	33.3	10.0	22.2	--	11.1	10.0	33.3	10.0	44.4	10.0	33.3	--	100.0	30.0	--	--	55.6	30.0	--	--	--	--		
NEWPORT	4	6	--	--	25.0	--	25.0	--	75.0	33.3	25.0	--	25.0	--	25.0	--	100.0	100.0	--	--	25.0	--	--	--	--	--		
RACINE	7	17	28.6	41.2	14.3	23.5	28.6	47.1	28.6	29.4	--	23.5	--	--	14.3	17.6	57.1	58.8	--	--	71.4	47.1	--	17.6	--	--		
SANTA FE	11	5	72.7	--	45.5	--	90.9	--	9.1	--	81.8	--	81.8	--	63.6	--	45.4	20.0	54.5	--	36.4	40.0	45.5	--	--	--		
WINSTON-SALEM	13	24	46.2	--	15.4	--	38.5	--	30.8	4.2	--	--	30.8	4.2	7.7	--	53.8	33.3	15.4	--	15.4	16.7	7.7	4.2	--	--		
YONKERS	7	18	85.7	--	85.7	5.6	85.7	11.1	--	--	28.5	11.1	--	--	--	5.6	57.1	33.3	--	--	14.3	22.2	14.3	5.6	--	--		

*Dashed lines indicate that none of the schools in the district provide the activity in question. Not provided is defined to also include presence of only locally funded activities, or an unspecified response as to funding source.

Title I schools. The degree to which the services were Title I-concentrated varied not only by district but also by type of service. Basic skills (especially language arts) were generally quite concentrated. For example, 11 districts offered language arts and/or reading in either Title I schools only or in more Title I than non-Title I schools. However, more districts offered language arts in Title I schools only (six districts) than offered reading in Title I schools only (two districts). Mathematics was concentrated almost as much as language arts, with nine of the 11 districts offering mathematics, concentrating this service in only Title I (five districts), or in more Title I than non-Title I schools (four districts). Special instructional services, i.e., Bilingual and/or ESL activities, were offered in nine districts. Within these nine, concentration in Title I schools was also high, although somewhat less than for basic skills. The five miscellaneous instructional activities, although offered less frequently than the other types of services, were heavily Title I-concentrated. In fact, where these miscellaneous services were offered, they tended to be more concentrated than ESL/Bilingual activities.

Site variation in degree of Title I concentration is also evident. Boston, Charlotte, Harrison County, and Winston-Salem exhibit particularly high concentration of reading in both Title I and non-Title I schools. Alum Rock and Racine, to a lesser extent, show concentration in non-Title I schools for language arts, but the reverse for pre-school and kindergarten activities.

For Bilingual services, Santa Fe and Alum Rock stand out as reporting substantial non-Title I concentration. Santa Fe also reports non-Title I concentration of ESL services. As Table E-4 shows, all support services were also generally heavily concentrated in Title I schools. The majority of districts offered support services in Title I schools only, and/or in more Title I schools than non-Title I schools. There is very little variation in degree of concentration across support services. The most notable variation was in food services, which tended to be less concentrated than did the other 11 identified support services.

While the general pattern for support services was concentration in Title I schools, both Alum Rock and Racine show a trend toward non-Title I concentration.

Sponsorship (Funding Source) of Services

Tables E-5 through E-30 display service sponsorship, i.e., funding source data for each site. As these tables reveal, both the instructional (Tables E-5 through E-17) and support (Tables E-20 through E-31) services are funded by a variety of sources. It is clear, however, that Title I and state funds are preeminent.

TABLE E-5

Adams County #12, Colorado

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	10	83.3	2	16.7	--	--	--	--	--	--	--	--	--	--	--	--
Language Arts	10	83.3	2	16.7	--	--	--	--	--	--	--	--	--	--	--	--
Math	11	91.7	1	8.3	--	--	--	--	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Music/Art	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Industrial Arts	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	11	91.7	--	--	1	8.3	--	--	--	--	--	--	--	--	--	--
English 2nd Language	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
General Enrichment	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Lower Student/ Adult Ratio	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Pre-School Kindergarten	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Other Instructional	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-6

Alum Rock, California

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE
Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED — FUNDING SOURCE: Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	--	--	--	--	--	--	1	8.3	--	--	3	25.0	5	41.7	3	25.0
Language Arts	1	8.3	--	--	--	--	1	8.3	--	--	2	16.7	5	41.7	3	25.0
Math	1	8.3	--	--	--	--	1	8.3	1	8.3	3	25.0	4	33.3	2	16.7
Science/Cultural Social Studies	2	16.7	--	--	--	--	--	--	--	--	2	16.7	5	41.7	3	25.0
Music/Art	9	75.0	--	--	1	8.3	--	--	--	--	--	--	2	16.7	--	--
Industrial Arts	11	91.7	--	--	--	--	--	--	--	--	--	--	1	8.3	--	--
Bilingual	4	33.3	--	--	--	--	1	8.3	--	--	1	8.3	5	41.7	1	8.3
English 2nd Language	3	25.0	--	--	1	8.3	1	8.3	--	--	1	8.3	4	33.3	2	16.7
General Enrichment	6	50.0	--	--	--	--	1	8.3	--	--	1	8.3	2	16.7	2	16.7
Lower Student/ Adult Ratio	1	8.3	--	--	--	--	1	8.3	--	--	3	25.0	5	41.7	2	16.7
Pre-School-Kindergarten	4	33.3	--	--	1	8.3	4	33.3	--	--	1	8.3	1	8.3	1	8.3
Other Instructional	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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TABLE E-7

Berkeley County, West Virginia

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	2	18.2	7	63.6	--	--	--	--	2	18.2	--	--	--	--	--	--
Language Arts	9	81.8	2	18.2	--	--	--	--	--	--	--	--	--	--	--	--
Math	3	27.3	7	63.6	1	9.1	--	--	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	11	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Music/Art	11	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Industrial Arts	11	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	11	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
English 2nd Language	11	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
General Enrichment	10	100.0	1	9.1	--	--	--	--	--	--	--	--	--	--	--	--
Lower Student/ Adult Ratio	10	90.9	1	9.1	--	--	--	--	--	--	--	--	--	--	--	--
Pre-School Kindergarten	10	90.9	--	--	1	9.1	--	--	--	--	--	--	--	--	--	--
Other Instructional	11	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-8

Boston, Massachusetts

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE
Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	38	51.4	33	44.6	--	--	1	1.4	--	--	2	2.7	--	--	--	--
Language Arts	70	94.6	3	4.1	1	1.4	--	--	--	--	--	--	--	--	--	--
Math	64	86.5	8	10.8	--	--	2	2.7	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	72	97.3	--	--	--	--	2	2.7	--	--	--	--	--	--	--	--
Music/Art	71	95.9	--	--	--	--	3	4.1	--	--	--	--	--	--	--	--
Industrial Arts	70	94.6	2	2.7	--	--	1	1.4	--	--	--	--	--	--	1	1.4
Bilingual	73	98.6	--	--	--	--	1	1.4	--	--	--	--	--	--	--	--
English 2nd Language	65	87.8	7	9.5	1	1.4	1	1.4	--	--	--	--	--	--	--	--
General Enrichment	73	98.6	1	1.4	--	--	--	--	--	--	--	--	--	--	--	--
Lower Student/ Adult Ratio	73	98.6	1	1.4	--	--	--	--	--	--	--	--	--	--	--	--
Pre-School Kindergarten	60	81.1	14	18.9	--	--	--	--	--	--	--	--	--	--	--	--
Other Instructional	74	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-9

Charlotte, North Carolina

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	23	34.3	43	64.2	1	1.5	--	--	--	--	--	--	--	--	--	--
Language Arts	59	88.1	7	10.4	1	1.5	--	--	--	--	--	--	--	--	--	--
Math	35	52.2	32	47.8	--	--	--	--	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	67	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Music/Art	67	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Industrial Arts	67	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	67	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
English 2nd Language	67	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
General Enrichment	66	98.5	--	--	1	1.5	--	--	--	--	--	--	--	--	--	--
Lower Student/ Adult Ratio	64	95.5	3	3.0	--	--	--	--	--	--	--	--	--	--	--	--
Pre-School Kindergarten	67	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Other Instructional	67	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-10

Harrison County, West Virginia

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED															
			FUNDING SOURCE															
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	5	17.2	23	79.3	--	--	--	--	1	3.4	--	--	--	--	--	--
Language Arts	23	79.3	5	17.2	1	3.4	--	--	--	--	--	--	--	--	--	--
Math	27	93.1	1	3.4	1	3.4	--	--	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	28	96.6	--	--	1	3.4	--	--	--	--	--	--	--	--	--	--
Music/Art	29	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Industrial Arts	29	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	29	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
English 2nd Language	29	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
General Enrichment	29	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Lower Student/Adult Ratio	27	93.1	2	6.9	--	--	--	--	--	--	--	--	--	--	--	--
Pre-School Kindergarten	28	96.6	1	3.4	--	--	--	--	--	--	--	--	--	--	--	--
Other Instructional	29	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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TABLE E-11

Houston, Texas

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	58	48.7	12	10.1	--	--	29	24.4	--	--	19	16.0	1	.8	--	--
Language Arts	77	64.7	2	1.7	--	--	34	28.6	--	--	4	3.4	2	1.7	--	--
Math	74	62.2	4	3.4	--	--	33	27.7	--	--	6	5.0	2	1.7	--	--
Science/Cultural Social Studies	113	95.0	1	.8	--	--	4	3.4	--	--	--	--	1	.8	--	--
Music/Art	112	94.1	2	1.7	--	--	5	4.2	--	--	--	--	--	--	--	--
Industrial Arts	119	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	98	82.4	--	--	1	.8	16	13.4	--	--	2	1.7	2	1.7	1	.8
English 2nd Language	110	92.4	--	--	2	1.7	6	5.1	--	--	1	.8	--	--	--	--
General Enrichment	107	89.9	5	4.2	--	--	5	4.2	--	--	1	.8	1	.8	--	--
Lower Student/ Adult Ratio	106	89.1	5	4.2	--	--	3	2.5	--	--	4	3.4	--	--	1	.8
Pre-School Kindergarten	76	63.9	18	15.1	3	2.5	19	16.0	--	--	2	1.7	1	.8	--	--
Other Instructional	116	97.5	--	--	--	--	3	2.5	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-12

Mesa, Arizona

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	8	42.1	7	36.8	--	--	2	10.5	1	5.3	--	--	--	--	1	5.3
Language Arts	15	78.9	2	10.5	--	--	1	5.3	--	--	--	--	1	5.3	--	--
Math	9	47.4	9	47.4	--	--	1	5.3	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	19	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Music/Art	17	89.5	--	--	1	5.3	1	5.3	--	--	--	--	--	--	--	--
Industrial Arts	19	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	10	52.6	6	31.6	--	--	3	15.8	--	--	--	--	--	--	--	--
English 2nd Language	9	47.4	4	21.1	2	10.5	2	10.5	--	--	1	4.8	1	5.3	--	--
General Enrichment	18	94.7	--	--	1	5.3	--	--	--	--	--	--	--	--	--	--
Lower Student/ Adult Ratio	17	89.5	1	5.3	--	--	--	--	--	--	1	5.3	--	--	--	--
Pre-School Kindergarten	17	89.5	1	5.3	1	5.3	--	--	--	--	--	--	--	--	--	--
Other Instructional	19	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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TABLE E-13

Newport, Rhode Island

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	--	--	--	--	--	--	6	60.0	1	10.0	2	20.0	--	--	1	10.0
Language Arts	1	10.0	--	--	--	--	5	50.0	2	20.0	2	20.0	--	--	--	--
Math	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Music/Art	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Industrial Arts	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	9	90.0	--	--	--	--	1	10.0	--	--	--	--	--	--	--	--
English 2nd Language	9	90.0	--	--	--	--	1	10.0	--	--	--	--	--	--	--	--
General Enrichment	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Lower Student/ Adult Ratio	8	80.0	--	--	2	20.0	--	--	--	--	--	--	--	--	--	--
Pre-School Kindergarten	8	80.0	--	--	--	--	--	--	1	10.0	--	--	1	10.0	--	--
Other Instructional	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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TABLE E-14

Racine, Wisconsin

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	1	4.2	8	33.3	8	33.3	2	8.3	--	--	2	8.3	2	8.3	1	4.2
Language Arts	3	12.5	8	33.3	8	33.3	2	8.3	--	--	1	4.2	1	4.2	1	4.2
Math	23	95.8	--	--	1	4.2	--	--	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	23	95.8	--	--	1	4.2	--	--	--	--	--	--	--	--	--	--
Music/Art	24	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Industrial Arts	24	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	17	70.8	2	8.3	3	12.5	2	8.3	--	--	--	--	--	--	--	--
English 2nd Language	21	87.5	1	4.2	1	4.2	1	4.2	--	--	--	--	--	--	--	--
General Enrichment	23	95.8	--	--	1	4.2	--	--	--	--	--	--	--	--	--	--
Lower Student/ Adult Ratio	20	83.3	1	4.2	2	8.3	--	--	1	4.2	--	--	--	--	--	--
Pre-School Kindergarten	15	62.5	4	16.7	3	12.5	1	4.2	1	4.2	--	--	--	--	--	--
Other Instructional	24	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-15

Santa Fe, New Mexico

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	4	25.0	7	43.8	--	--	--	--	1	6.3	3	18.8	1	6.3	--	--
Language Arts	9	56.3	3	18.8	--	--	3	18.8	1	6.3	--	--	--	--	--	--
Math	14	87.5	--	--	--	--	2	12.5	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	14	87.5	--	--	--	--	2	12.5	--	--	--	--	--	--	--	--
Music/Art	14	87.5	--	--	--	--	2	12.5	--	--	--	--	--	--	--	--
Industrial Arts	16	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	8	50.0	--	--	--	--	7	43.8	--	--	1	6.3	--	--	--	--
English 2nd Language	14	87.5	1	6.3	--	--	1	6.3	--	--	--	--	--	--	--	--
General Enrichment	12	75.0	--	--	--	--	4	25.0	--	--	--	--	--	--	--	--
Lower Student/ Adult Ratio	13	81.3	2	12.5	1	6.3	--	--	--	--	--	--	--	--	--	--
Pre-School Kindergarten	15	93.8	--	--	--	--	1	6.3	--	--	--	--	--	--	--	--
Other Instructional	16	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-16

Winston-Salem, North Carolina

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form

Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Reading	23	62.1	12	32.4	2	5.4	--	--	--	--	--	--	--	--	--	--
Language Arts	33	89.2	4	10.8	--	--	--	--	--	--	--	--	--	--	--	--
Math	37	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Science/Cultural Social Studies	37	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Music/Art	32	86.5	5	13.5	--	--	--	--	--	--	--	--	--	--	--	--
Industrial Arts	37	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	37	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
English 2nd Language	37	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
General Enrichment	34	91.9	3	8.1	--	--	--	--	--	--	--	--	--	--	--	--
Lower Student/ Adult Ratio	34	91.9	3	8.1	--	--	--	--	--	--	--	--	--	--	--	--
Pre-School Kindergarten	27	73.0	8	21.6	--	--	--	--	--	--	2	5.4	--	--	--	--
Other Instructional	37	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-17

Yonkers, New York

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY INSTRUCTIONAL ACTIVITIES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF ACTIVITY	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
eading	14	56.0	7	28.0	--	--	4	16.0	--	--	--	--	--	--	--	--
anguage Arts	20	80.0	4	16.0	--	--	--	--	--	--	--	--	1	4.0	--	--
ath	19	76.0	5	20.0	1	4.0	--	--	--	--	--	--	--	--	--	--
cience/Cultural ocial Studies	25	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
usic/Art	25	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
ndustrial Arts	25	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
ilingual	19	76.0	4	16.0	--	--	2	8.0	--	--	--	--	--	--	--	--
glish 2nd anguage	16	64.0	4	16.0	--	--	5	20.0	--	--	--	--	--	--	--	--
neral Enrichment	24	96.0	1	4.0	--	--	--	--	--	--	--	--	--	--	--	--
wer Student/ ult Ratio	25	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
e-School ndergarten	19	76.0	--	--	4	16.0	1	4.0	--	--	--	--	1	4.0	--	--
her Instructional	25	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-18

Adams County #12, Colorado

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	10	83.3	2	16.7	--	--	--	--	--	--	--	--	--	--	--	--
Counseling	10	83.3	2	16.7	--	--	--	--	--	--	--	--	--	--	--	--
Medical/Dental	10	83.3	2	16.7	--	--	--	--	--	--	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	11	91.7	1	8.3	--	--	--	--	--	--	--	--	--	--	--	--
Social Work	11	91.7	1	8.3	--	--	--	--	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Transportation	11	91.7	1	8.3	--	--	--	--	--	--	--	--	--	--	--	--
Food Services	9	75.0	--	--	3	25.0	--	--	--	--	--	--	--	--	--	--
Clothing	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Library	9	75.0	1	8.3	2	16.7	--	--	--	--	--	--	--	--	--	--
Resource Center for Staff	11	91.7	1	8.3	--	--	--	--	--	--	--	--	--	--	--	--
Other	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-19

Alum Rock, California

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	5	41.7	1	8.3	--	--	--	--	--	--	--	--	4	33.3	2	16.7
Counseling	7	58.3	1	8.3	--	--	--	--	--	--	1	8.3	3	25.0	--	--
Medical/Dental	8	66.7	--	--	--	--	1	8.3	--	--	--	--	1	8.3	2	8.3
Psychological, Diagnostic or Psychiatric	7	58.3	--	--	--	--	1	8.3	--	--	--	--	3	25.0	1	8.3
Social Work	11	91.7	1	8.3	--	--	--	--	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	8	72.7	--	--	--	--	2	16.7	--	--	--	--	1	9.1	1	8.3
Transportation	4	33.3	--	--	4	33.3	1	8.3	--	--	1	8.3	2	16.7	--	--
Food Services	4	33.3	--	--	2	16.7	1	8.3	--	--	--	--	4	33.3	1	8.3
Clothing	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Library	2	16.7	--	--	1	8.3	1	8.3	--	--	--	--	3	25.0	5	41.7
Resource Center for Staff	5	41.7	--	--	--	--	1	8.3	--	--	1	8.3	3	25.0	2	16.7
Other	12	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-20

Berkeley County, West Virginia

NUMBER AND PERCENT OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	10	90.9	1	9.1	--	--	--	--	--	--	--	--	--	--	--	--
Counseling	9	81.8	2	18.2	--	--	--	--	--	--	--	--	--	--	--	--
Medical/Dental	9	81.8	1	9.1	1	9.1	--	--	--	--	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	7	63.6	3	27.3	--	--	--	--	--	--	--	--	--	--	1	9.1
Social Work	6	54.5	4	36.4	1	9.1			--	--	--	--	--	--	--	--
Speech/Hearing Therapy	7	63.6	3	27.3	1	9.1	--	--	--	--	--	--	--	--	--	--
Transportation	10	90.9	--	--	1	9.1	--	--	--	--	--	--	--	--	--	--
Food Services	8	72.7	--	--	3	27.3	--	--	--	--	--	--	--	--	--	--
Clothing	10	90.9	1	9.1	--	--	--	--	--	--	--	--	--	--	--	--
Library	8	72.7	--	--	3	27.3	--	--	--	--	--	--	--	--	--	--
Resource Center for Staff	11	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Other	11	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-21

Boston, Massachusetts

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	63	85.1	11	14.9	--	--	--	--	--	--	--	--	--	--	--	--
Counseling	71	95.9	1	1.4	1	1.4	1	1.4	--	--	--	--	--	--	--	--
Medical/Dental	65	87.8	7	9.5	--	--	2	2.7	--	--	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	69	93.2	3	4.1	2	2.7	--	--	--	--	--	--	--	--	--	--
Social Work	70	94.6	1	1.4	1	1.4	2	2.7	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	70	94.6	2	2.7	--	--	2	2.7	--	--	--	--	--	--	--	--
Transportation	65	87.8	1	1.4	3	4.1	4	5.4	--	--	--	--	1	1.4	--	--
Food Services	43	58.1	1	1.4	24	32.4	5	6.8	--	--	--	--	1	1.4	--	--
Clothing	73	98.6	--	--	--	--	1	1.4	--	--	--	--	--	--	--	--
Library	57	77.0	8	10.8	8	10.8	1	1.4	--	--	--	--	--	--	--	--
Resource Center for Staff	72	97.3	--	--	1	1.4	1	1.4	--	--	--	--	--	--	--	--
Other	74	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-22

Charlotte, North Carolina

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	59	88.0	2	3.0	6	9.0	--	--	--	--	--	--	--	--	--	--
Counseling	62	92.5	3	4.5	2	3.0	--	--	--	--	--	--	--	--	--	--
Medical/Dental	53	77.6	12	14.9	2	3.0	--	--	--	--	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	65	97.0	1	1.5	1	1.5	--	--	--	--	--	--	--	--	--	--
Social Work	51	76.1	15	22.4	1	1.5	--	--	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	65	97.0	1	1.5	1	1.5	--	--	--	--	--	--	--	--	--	--
Transportation	67	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Food Services	50	74.6	--	--	17	25.4	--	--	--	--	--	--	--	--	--	--
Clothing	65	97.0	--	--	2	3.0	--	--	--	--	--	--	--	--	--	--
Library	62	92.5	1	1.5	4	6.0	--	--	--	--	--	--	--	--	--	--
Resource Center for Staff	60	89.6	4	6.0	3	4.5	--	--	--	--	--	--	--	--	--	--
Other	66	98.5	1	1.5	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-23

Harrison County, West Virginia

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCES

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal,& State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	27	93.1	1	3.4	1	3.4	--	--	--	--	--	--	--	--	--	--
Counseling	28	96.5	1	3.4	--	--	--	--	--	--	--	--	--	--	--	--
Medical/Dental	7	24.1	22	75.9	--	--	--	--	--	--	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	26	89.6	3	10.3	--	--	--	--	--	--	--	--	--	--	--	--
Social Work	20	69.0	8	27.6	1	3.4	--	--	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	25	86.2	4	13.8	--	--	--	--	--	--	--	--	--	--	--	--
Transportation	22	79.3	6	20.7	--	--	--	--	--	--	--	--	--	--	--	--
Food Services	19	65.5	1	3.4	8	27.6	--	--	--	--	--	--	--	--	--	--
Clothing	9	31.0	19	65.6	--	--	--	--	1	3.4	--	--	--	--	--	--
Library	25	86.2	4	13.8	--	--	--	--	--	--	--	--	--	--	--	--
Resource Center for Staff	21	72.4	5	17.2	2	6.9	--	--	--	--	--	--	--	--	--	--
Other	29	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-24

Houston, Texas

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	112	94.1	5	4.2	--	--	1	.8	--	--	1	.8	--	--	--	--
Counseling	89	74.8	17	14.3	2	1.7	9	7.6	--	--	2	1.7	--	--	--	--
Medical/Dental	103	86.6	13	10.9	1	.8	2	1.7	--	--	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	101	84.9	1	.8	--	--	17	14.3	--	--	--	--	--	--	--	--
Social Work	116	97.5	1	.8	--	--	2	1.7	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	94	79.0	2	1.7	1	.8	22	18.5	--	--	--	--	--	--	--	--
Transportation	109	91.6	4	3.4	--	--	6	5.0	--	--	--	--	--	--	--	--
Food Services	61	51.3	14	11.8	31	26.1	7	5.9	2	1.7	1	.8	3	2.5	--	--
Clothing	88	73.9	26	21.8	4	3.4	1	.8	--	--	--	--	--	--	--	--
Library	103	86.6	3	2.5	4	3.4	6	5.0	--	--	--	--	3	2.5	--	--
Resource Center for Staff	105	88.2	1	.8	3	2.5	8	6.7	--	--	2	1.7	--	--	--	--
Other	118	99.2	--	--	--	--	1	.8	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-25

Mesa, Arizona

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	17	89.5	--	--	--	--	2	9.5	--	--	--	--	--	--	--	--
Counseling	14	66.7	--	--	2	9.5	3	14.3	--	--	--	--	--	--	--	--
Medical/Dental	14	73.7	--	--	1	4.8	3	14.3	--	--	--	--	1	4.8	--	--
Psychological, Diagnostic or Psychiatric	15	78.9	--	--	--	--	4	21.1	--	--	--	--	--	--	--	--
Social Work	17	89.5	--	--	--	--	2	9.5	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	15	78.9	--	--	--	--	4	19.0	--	--	--	--	--	--	--	--
Transportation	16	84.2	--	--	2	9.5	1	4.8	--	--	--	--	--	--	--	--
Food Services	7	33.3	--	--	8	42.1	2	9.5	--	--	--	--	2	10.5	--	--
Clothing	19	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Library	11	57.9	1	4.8	6	31.6	--	--	--	--	--	--	1	4.8	--	--
Resource Center for Staff	18	94.7	1	4.8	--	--	--	--	--	--	--	--	--	--	--	--
Other	19	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-26

Newport, Rhode Island

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	5	50.0	5	50.0	--	--	--	--	--	--	--	--	--	--	--	--
Counseling	9	90.0	--	--	--	--	--	--	--	--	--	--	--	--	1	10.0
Medical/Dental	9	90.0	--	--	--	--	--	--	--	--	--	--	--	--	1	10.0
Psychological, Diagnostic or Psychiatric	9	90.0	--	--	--	--	--	--	--	--	--	--	--	--	1	10.0
Social Work	9	90.0	--	--	--	--	--	--	--	--	--	--	--	--	1	10.0
Speech/Hearing Therapy	9	90.0	--	--	--	--	--	--	--	--	--	--	--	--	1	10.0
Transportation	9	90.0	--	--	--	--	--	--	--	--	--	--	1	10.0	--	--
Food Services	--	--	--	--	--	--	9	90.0	--	--	--	--	1	10.0	--	--
Clothing	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Library	9	90.0	--	--	--	--	--	--	--	--	--	--	--	--	1	10.0
Resource Center for Staff	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Other	10	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

2

TABLE E-27

Racine, Wisconsin

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal,& State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	17	70.8	--	--	5	20.8	1	4.2	1	4.2	--	--	--	--	--	--
Counseling	15	62.5	--	--	9	37.5	--	--	--	--	--	--	--	--	--	--
Medical/Dental	24	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	19	79.2	--	--	1	4.2	4	16.7	--	--	--	--	--	--	--	--
Social Work	14	58.3	1	4.2	7	29.2	2	8.3	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	20	83.3	--	--	--	--	4	16.7	--	--	--	--	--	--	--	--
Transportation	20	83.3	--	--	--	--	4	16.7	--	--	--	--	--	--	--	--
Food Services	10	41.7	--	--	10	41.7	--	--	--	--	1	4.2	3	12.5	--	--
Clothing	24	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Library	11	45.8	1	4.5	8	33.3	2	8.3	--	--	--	--	1	4.2	1	4.2
Resource Center for Staff	21	87.5	1	4.2	1	4.2	--	--	--	--	--	--	1	4.2	--	--
Other	24	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-28

Santa Fe, New Mexico

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form

Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	15	93.8	1	6.3	--	--	--	--	--	--	--	--	--	--	--	--
Counseling	8	50.0	5	31.3	--	--	--	--	2	12.5	1	6.3	--	--	--	--
Medical/Dental	7	43.8	6	37.5	2	12.5	--	--	1	6.3	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	11	68.8	2	12.5	--	--	--	--	1	6.3	1	6.3	1	6.3	--	--
Social Work	6	37.5	7	43.8	1	6.3	1	6.3	--	--	1	6.3	--	--	--	--
Speech/Hearing Therapy	7	43.8	8	50.0	--	--	1	6.3	--	--	--	--	--	--	--	--
Transportation	9	56.3	4	25.0	1	6.3	2	12.5	--	--	--	--	--	--	--	--
Food Services	10	62.5	--	--	3	18.8	2	12.5	--	--	--	--	1	6.3	--	--
Clothing	10	62.5	3	18.8	3	18.8	--	--	--	--	--	--	--	--	--	--
Library	10	62.5	1	6.3	2	12.5	2	12.5	--	--	1	6.3	--	--	--	--
Resource Center for Staff	11	68.8	4	25.0	--	--	1	6.3	--	--	--	--	--	--	--	--
Other	16	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E- 29

Winston-Salem, North Carolina

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED[1]															
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	32	86.5	4	8.1	1	2.7	--	--	--	--	--	--	--	--	--	--
Counseling	31	83.8	6	16.2	--	--	--	--	--	--	--	--	--	--	--	--
Medical/Dental	32	86.5	4	8.1	1	2.7	--	--	--	--	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	35	94.6	2	5.4	--	--	--	--	--	--	--	--	--	--	--	--
Social Work	32	86.5	5	10.8	--	--	--	--	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	37	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Transportation	36	97.3	1	2.7	--	--	--	--	--	--	--	--	--	--	--	--
Food Services	22	54.1	1	2.7	14	37.8	--	--	--	--	--	--	--	--	--	--
Clothing	35	94.6	2	5.4	--	--	--	--	--	--	--	--	--	--	--	--
Library	31	83.8	--	--	5	13.5	--	--	--	--	--	--	--	--	--	--
Resource Center for Staff	35	94.6	--	--	1	2.7	--	--	1	2.7	--	--	--	--	--	--
Other	37	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

TABLE E-30

Yonkers, New York

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING VARIOUS COMPENSATORY SUPPORT SERVICES BY FUNDING SOURCE

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

TYPE OF SERVICE	NOT PROVIDED		PROVIDED													
			FUNDING SOURCE													
			Title I		Other Federal		SFCE*		Title I and Other Federal		Title I and State		Other Federal and State		Title I, Other Federal, & State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Community Service	25	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Counseling	19	76.0	6	24.0	--	--	--	--	--	--	--	--	--	--	--	--
Medical/Dental	25	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Psychological, Diagnostic or Psychiatric	18	72.0	5	20.0	--	--	2	8.0	--	--	--	--	--	--	--	--
Social Work	17	68.0	6	24.0	--	--	2	8.0	--	--	--	--	--	--	--	--
Speech/Hearing Therapy	21	84.0	1	4.0	--	--	3	12.0	--	--	--	--	--	--	--	--
Transportation	24	96.0	--	--	--	--	1	4.0	--	--	--	--	--	--	--	--
Food Services	14	56.0	--	--	10	40.0	1	4.0	--	--	--	--	--	--	--	--
Clothing	25	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Library	20	80.0	3	12.0	--	--	1	4.0	--	--	1	4.0	--	--	--	--
Resource Center for Staff	23	92.0	1	4.0	--	--	1	4.0	--	--	--	--	--	--	--	--
Other	25	100.0	--	--	--	--	--	--	--	--	--	--	--	--	--	--

*State Funded Compensatory Education

PART II

This portion of Appendix E contains detailed data tables from Chapter 6, Sections 6.4-6.7.

TABLE E-31

PERCENT OF SCHOOLS INDICATING THAT VARIOUS TYPES
OF PERSONS PROVIDE TITLE I LANGUAGE ARTS
AND MATH INSTRUCTION, BY DISTRICT

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	LANGUAGE ARTS												MATHEMATICS											
	GRADES 1-3						GRADES 4-6						GRADES 1-3						GRADES 4-6					
	N	Classroom Teachers	Specialists	Paid Aides	Adult Volunteers	Older Students	N	Classroom Teachers	Specialists	Paid Aides	Adult Volunteers	Older Students	N	Classroom Teachers	Specialists	Paid Aides	Adult Volunteers	Older Students	N	Classroom Teachers	Specialists	Paid Aides	Adult Volunteers	Older Students
ADAMS COUNTY #12	NA*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ALUM ROCK	6	100.0	33.3	100.0	83.3	100.0	6	100.0	33.3	100.0	50.0	83.3	6	100.0	50.0	100.0	66.7	83.3	6	100.0	50.0	100.0	50.0	66.7
BERKELEY COUNTY	8	37.5	75.0	100.0	37.5	25.0	8	37.5	75.0	62.5	25.0	12.5	6	33.3	33.3	100.0	33.3	0.0	7	28.6	42.9	42.9	0.0	0.0
BOSTON	27	25.9	88.9	74.1	0.0	3.7	24	29.2	87.5	70.8	0.0	4.2	8	25.0	87.5	87.5	0.0	0.0	7	28.6	85.7	85.7	0.0	0.0
CHARLOTTE	33	15.2	87.9	100.0	21.2	12.1	34	11.8	88.2	97.1	20.6	8.8	NP	NP	NP	NP	NP	NP	32	18.8	84.4	93.8	15.6	6.3
HARRISON COUNTY	21	14.3	90.5	100.0	4.8	19.0	21	14.3	90.5	28.6	4.8	14.3	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	29	17.2	89.7	82.8	6.9	6.9	30	16.7	86.7	80.0	6.7	6.7	12	25.0	91.7	66.7	8.3	8.3	12	25.0	100.0	66.7	8.3	8.3
MESA	10	40.0	90.0	90.0	50.0	40.0	9	44.4	77.8	88.9	22.2	33.3	8	37.5	75.0	100.0	37.5	50.0	9	33.3	66.7	100.0	22.2	44.4
NEWPORT	NP**	NP	NP	NP	NP	NP	4	75.0	100.0	25.0	50.0	25.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
RACINE	8	0.0	50.0	100.0	12.5	12.5	8	0.0	62.5	100.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
SANTA FE	9	55.6	88.9	88.9	33.3	44.4	9	55.6	88.9	88.9	33.3	44.4	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
WINSTON-SALEM	10	0.0	100.0	100.0	0.0	0.0	12	0.0	91.7	100.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	5	60.0	100.0	60.0	40.0	0.0	5	60.0	100.0	40.0	40.0	0.0	7	0.0	100.0	71.4	0.0	0.0	7	0.0	100.0	71.4	0.0	0.0
Range		0.0 - 100.0	33.3 - 100.0	60.0 - 100.0	0.0 - 83.3	0.0 - 100.0		0.0 - 100.0	33.3 - 100.0	25.0 - 100.0	0.0 - 50.0	0.0 - 83.3		0.0 - 100.0	33.3 - 100.0	66.7 - 100.0	0.0 - 66.7	0.0 - 83.3		0.0 - 100.0	42.9 - 100.0	42.9 - 100.0	0.0 - 50.0	0.0 - 66.7
Median		25.9	88.9	100.0	21.2	12.5		33.3	87.9	84.5	21.4	10.7		29.2	81.3	93.8	20.8	4.2		28.6	84.4	85.7	8.3	6.3

* NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

** NP is used to indicate that the program in question does not operate in the particular district.

TABLE E-32

PERCENTAGE OF SCHOOLS INDICATING THAT VARIOUS TYPES OF PERSONS PROVIDE STATE LANGUAGE ARTS AND MATH INSTRUCTION, BY DISTRICT

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	Language Arts														Mathematics*													
	GRADES 1-3							GRADES 4-6							GRADES 1-3								GRADES 4-6					
	N	Classroom Teachers	Special-ists	Paid Aides	Adult Volunteer	Older Student	Other	N	Classroom Teacher	Special-ists	Paid Aides	Adult Volunteer	Older Student	Other	N	Classroom Teachers	Special-ists	Paid Aides	Adult Volunteer	Older Student	Other	N	Classroom Teachers	Special-ists	Paid Aides	Adult Volunteer	Older Student	Other
ADAMS COUNTY #12	NP**	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
ALUM ROCK	6	100.0 6	33.3	100.0	33.3	100.0	0.0	6	100.0 6	16.7	100.0	33.3	66.7	0.0	6	100.0 6	0.0	100.0	66.7	66.7	0.0	6	100.0 6	0.0	100.0	66.7	50.0	0.0
BERKELEY COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
BOSTON	3	66.7 3	66.7	66.7	0.0	33.3	0.0	3	66.7 3	66.7	66.7	0.0	33.3	0.0	NA***	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CHARLOTTE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HARRISON COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	53	24.5 53	47.2	28.3	5.7	5.7	22.6	27	22.2 27	59.3	25.9	3.7	0.0	25.9	42	33.3 42	42.9	16.7	4.8	9.5	31.0	24	20.8 24	54.2	16.7	4.2	4.2	33.3
MESA	3	0.0 3	100.0	66.7	0.0	0.0	0.0	3	0.0 3	100.0	66.7	0.0	0.0	0.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NEWPORT	8	37.5 8	100.0	50.0	0.0	0.0	25.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
RACINE	5	0.0 5	60.0	100.0	0.0	0.0	0.0	6	0.0 6	50.0	100.0	16.7	16.7	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
SANTA FE	11	81.8 11	27.3	81.8	81.8	54.5	18.2	7	71.4 7	28.6	71.4	57.1	57.1	28.6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
WINSTON-SALEM	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	6	83.3 6	100.0	66.7	50.0	33.3	16.7	6	83.3 6	100.0	66.7	50.0	33.3	16.7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Range		0.0 - 100.0	33.3 - 100.0	28.3 - 100.0	0.0 - 81.8	0.0 - 100.0	0.0 - 25.0		0.0 - 100.0	16.7 - 100.0	25.9 - 100.0	0.0 - 57.1	0.0 - 66.7	0.0 - 25.9														
Median		52.1	63.4	66.7	2.9	19.5	8.4		66.7	59.3	66.7	16.7	33.3	0.0														

* Since State mathematics data are available on only two sites, ranges and medians are not calculated for State mathematics.

** NP is used to indicate that the program in question does not operate in the particular district.

*** NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤2) to allow for interpretation and discussion.

TABLE E-33

PERCENTAGE OF TOTAL TIME EMPLOYED AND MEAN HOURS PER WEEK SPENT IN VARIOUS TYPES OF ACTIVITIES BY TITLE I LANGUAGE ARTS SPECIALISTS, 1975-76

Data Source: Teacher Background Form
Sample: All District Elementary School Specialists

DISTRICT		DIRECT INSTRUCTION		DIAGNOSING PRESCRIBING		PREPARATION RECORD KEEPING		DESIGNING TRAINING ACTIVITIES		PARTICIPATING TRAINING SESSIONS		MEETING WITH PARENTS		TRAVEL	
	N	MEAN	%	MEAN	%	MEAN	%	MEAN	%	MEAN	%	MEAN	%	MEAN	%
ADAMS COUNTY #12	NA	NA**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ALUM ROCK*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
BERKELEY COUNTY	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
BOSTON	97	17.3	62.7	0.6	2.0	3.3	12.7	0.0	0.1	0.4	1.4	0.1	0.4	0.1	0.2
CHARLOTTE	59	22.6	61.9	1.3	3.5	5.3	15.0	0.1	0.3	0.5	1.6	0.4	1.3	0.0	0.1
HARRISON COUNTY	15	19.0	61.2	0.7	3.2	3.5	13.5	0.0	0.0	0.3	0.7	0.3	1.2	0.0	0.0
HOUSTON	67	18.2	56.7	1.6	5.0	5.5	16.8	0.2	0.6	0.8	2.7	0.6	1.9	0.3	0.8
MESA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NEWPORT	3	18.8	50.5	2.3	6.6	4.2	11.3	0.7	1.7	0.3	0.7	0.2	0.5	0.0	0.0
RACINE	7	16.3	39.1	7.0	16.5	6.3	15.3	2.4	6.6	2.0	5.1	1.0	2.4	1.1	3.2
SANTA FE	4	15.7	53.7	1.5	3.7	5.0	16.7	0.6	2.5	1.4	5.9	0.6	2.9	0.9	2.1
WINSTON-SALEM	17	21.8	52.4	2.5	6.5	7.2	17.0	0.6	1.2	0.3	1.0	0.3	1.0	0.0	0.0
YONKERS	7	13.8	51.9	2.2	8.2	3.4	11.0	0.2	0.8	2.9	10.2	0.2	0.6	0.0	0.0
Range		13.8-22.6	39.1-62.7	0.6-7.0	2.0-16.5	3.3-7.2	11.0-17.0	0.0-2.4	0.0-6.6	0.3-2.9	0.7-10.2	0.1-1.0	0.4-1.9	0.0-1.1	0.0-3.2
Median		18.2	53.7	1.6	5.0	5.0	15.0	0.6	0.8	0.5	1.6	0.3	1.2	0.0	0.1

* Alum Rock language arts specialists are typically funded by more than one source and generally did not identify themselves with one source. Thus, there were no Title I specialist responses in Alum Rock.

** NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

TABLE E-34

PERCENTAGE OF TOTAL TIME EMPLOYED AND MEAN HOURS PER WEEK SPENT IN VARIOUS TYPES OF ACTIVITIES BY TITLE I MATHEMATICS SPECIALISTS, 1975-76

Data Source: Teacher Background Form
Sample: All District Elementary School Specialists

DISTRICT	N	DIRECT INSTRUCTION		DIAGNOSING PRESCRIBING		PREPARATION RECORD KEEPING		DESIGNING TRAINING ACTIVITIES		PARTICIPATING TRAINING SESSIONS		MEETING WITH PARENTS		TRAVEL	
		MEAN	%	MEAN	%	MEAN	%	MEAN	%	MEAN	%	MEAN	%	MEAN	%
ADAMS COUNTY #12	NA	NA**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ALUM ROCK *	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
BERKELEY COUNTY	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
BOSTON	13	18.5	61.6	0.6	2.2	2.4	8.0	0.1	0.6	0.3	1.1	0.2	0.6	0.0	0.0
CHARLOTTE	24	17.9	51.4	2.1	5.8	5.0	16.1	0.5	1.2	0.7	2.2	0.2	0.5	0.4	1.0
HARRISON COUNTY	NP	NP***	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	14	19.3	56.7	3.0	7.3	5.9	16.1	0.2	0.5	0.9	2.7	0.9	2.9	0.4	1.0
MESA	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
NEWPORT	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
RACINE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
SANTA FE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
WINSTON-SALEM	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	5	20.7	66.6	0.9	3.1	2.7	13.3	0.2	0.4	0.4	1.0	0.5	1.9	0.0	0.0

* Alum Rock mathematics specialists are typically funded by more than one source and generally did not identify themselves with one source. Thus, there were no Title I specialist responses in Alum Rock.

** NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

*** NP is used to indicate that the program in question does not operate in the particular district.

TABLE E-35

PERCENTAGE OF TOTAL TIME EMPLOYED AND MEAN HOURS PER WEEK SPENT IN VARIOUS TYPES OF ACTIVITIES BY STATE LANGUAGE ARTS SPECIALISTS, 1975-76

Data Source: Teacher Background Form
Sample: All District Elementary School Specialists

DISTRICT	N	DIRECT INSTRUCTION		DIAGNOSING PRESCRIBING		PREPARATION RECORD KEEPING		DESIGNING TRAINING ACTIVITIES		PARTICIPATING TRAINING SESSIONS		MEETING WITH PARENTS		TRAVEL	
		MEAN	%	MEAN	%	MEAN	%	MEAN	%	MEAN	%	MEAN	%	MEAN	%
ADAMS COUNTY #12	NP	NP*	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
ALUM ROCK	5	22.6	52.1	2.7	6.7	2.1	5.8	1.0	3.0	0.5	1.0	0.3	0.8	0.0	0.0
BERKELEY COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
BOSTON	NA	NA**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CHARLOTTE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HARRISON COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	5	12.5	54.6	1.2	5.7	2.0	11.0	0.9	3.7	1.0	2.8	1.1	4.6	0.0	0.0
MESA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NEWPORT	5	18.0	46.2	6.2	15.4	4.7	12.5	0.2	0.5	1.0	2.5	0.3	0.7	0.8	2.3
RACINE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SANTA FE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
WINSTON-SALEM	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	6	16.4	65.7	0.9	3.8	2.0	7.1	0.6	1.8	0.4	2.0	0.2	1.6	0.2	1.4

* NP is used to indicate that the program in question does not operate in the particular district.

** NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

TABLE E-36

PERCENTAGE OF TOTAL TIME EMPLOYED AND MEAN HOURS PER WEEK SPENT IN VARIOUS TYPES OF ACTIVITIES BY STATE MATHEMATICS SPECIALISTS, 1975-76

Data Source: Teacher Background Form
Sample: All District Elementary School Specialists

DISTRICT	N	DIRECT INSTRUCTION		DIAGNOSING PRESCRIBING		PREPARATION RECORD KEEPING		DESIGNING TRAINING ACTIVITIES		PARTICIPATING TRAINING SESSIONS		MEETING WITH PARENTS		TRAVEL	
		Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%	Mean	%
ADAMS COUNTY #12	NP	NP*	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
ALUM ROCK	NA	NA**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
BERKELEY COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
BOSTON	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CHARLOTTE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HARRISON COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	6	21.8	74.0	1.3	3.6	1.7	8.0	0.1	0.3	0.1	0.3	0.1	0.2	0.3	1.5
MESA	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
NEWPORT	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
RACINE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
SANTA FE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
WINSTON-SALEM	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

*NP is used to indicate that the program in question does not operate in the particular district.

**NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

TABLE E-37

PERCENTAGE OF SCHOOLS INDICATING VARIOUS LOCATIONS FOR PROVIDING TITLE I LANGUAGE ARTS INSTRUCTION

Data Source: Principal Questionnaire
Sample: All District Elementary School Principals

DISTRICT	GENERAL LOCATION								IF IN REGULAR SCHOOL BUT OUTSIDE REGULAR CLASSROOM									
	GRADES 1-3				GRADES 4-6				GRADES 1-3					GRADES 4-6				
	N	In School; in Regular Classroom	In School; Outside Reg. Classroom	Away From Regular School	N	In School; in Regular Classroom	In School; Outside Reg. Classroom	Away From Regular School	N	Various Locations	Room Set Aside	Laboratory or Learning Center	Annex	N	Various Locations	Room Set Aside	Laboratory or Learning Center	Annex
ADAMS COUNTY #12	NA*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ALUM ROCK	6	83.3	16.7	0.0	6	66.7	33.3	0.0	NA	NA	NA	NA	NA	3	0.0	0.0	33.3	66.7
BERKELEY COUNTY	8	37.3	62.5	0.0	8	12.5	87.5	0.0	6	33.3	33.3	33.3	0.0	7	28.6	42.9	28.6	0.0
BOSTON	28	3.6	96.4	0.0	26	3.8	96.2	0.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CHARLOTTE	35	2.9	97.1	0.0	36	0.0	100.0	0.0	32	0.0	31.3	37.5	31.3	34	0.0	26.5	47.1	26.5
HARRISON COUNTY	21	0.0	100.0	0.0	21	0.0	100.0	0.0	21	9.5	81.0	9.5	0.0	21	14.3	81.0	4.8	0.0
HOUSTON	32	0.0	93.6	6.3	32	0.0	93.8	6.3	31	0.0	61.3	22.6	16.1	31	0.0	61.3	22.6	16.1
MESA	10	30.0	70.0	0.0	9	22.2	77.8	0.0	9	22.2	66.7	0.0	11.1	9	22.2	66.7	0.0	11.1
NEWPORT	NP	NP**	NP	NP	3	0.0	100.0	0.0	NA	NA	NA	NA	NA	4	0.0	100.0	0.0	0.0
RACINE	7	0.0	100.0	0.0	7	0.0	100.0	0.0	7	28.6	71.4	0.0	0.0	7	28.6	71.4	0.0	0.0
SANTA FE	8	0.0	100.0	0.0	7	0.0	100.0	0.0	10	0.0	70.0	20.0	10.0	10	0.0	70.0	20.0	10.0
WINSTON-SALEM	10	0.0	100.0	0.0	12	0.0	100.0	0.0	10	0.0	20.0	30.0	50.0	12	0.0	25.0	41.7	33.3
YONKERS	5	20.0	80.0	0.0	5	20.0	80.0	0.0	4	0.0	25.0	75.0	0.0	3	0.0	33.3	66.7	0.0

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* NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

** NP is used to indicate that the program in question does not operate in the particular district.

TABLE E-38

PERCENTAGE OF SCHOOLS INDICATING VARIOUS LOCATIONS FOR PROVIDING TITLE I MATHEMATICS INSTRUCTION

Data Source: Principal Questionnaire

Sample: All District Elementary School Principals

DISTRICT	GENERAL LOCATION								IF IN REGULAR SCHOOL BUT OUTSIDE REGULAR CLASSROOM									
	GRADES 1-3				GRADES 4-6				GRADES 1-3					GRADES 4-6				
	N	In School in Regular Classroom	In School Outside Reg. Classroom	Away From Regular School	N	In School in Regular Classroom	In School Outside Reg. Classroom	Away From Regular School	N	Various Locations	Room Set Aside	Laboratory or Learning Center	Annex	N	Various Locations	Room Set Aside	Laboratory or Learning Center	Annex
ADAMS COUNTY #12	NA*	NA	NA	NA	NP	NP	NP	NP	NA	NA	NA	NA	NA	NP	NP	NP	NP	NP
ALUM ROCK	6	100.0	0.0	0.0	6	100.0	0.0	0.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
BERKELEY COUNTY	6	33.3	66.7	0.0	7	14.3	85.7	0.0	5	40.0	20.0	20.0	20.0	20	28.6	14.3	42.9	14.3
BOSTON	7	0.0	100.0	0.0	7	0.0	100.0	0.0	8	25.0	75.0	0.0	0.0	8	25.0	75.0	0.0	0.0
CHARLOTTE	NP**	NP	NP	NP	33	0.0	100.0	0.0	NP	NP	NP	NP	NP	32	0.0	21.9	56.3	21.9
HARRISON COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	14	0.0	100.0	0.0	14	0.0	100.0	0.0	14	0.0	50.0	42.9	7.1	14	0.0	50.0	35.7	14.3
MESA	8	50.0	50.0	0.0	9	33.3	66.7	0.0	6	16.7	83.3	0.0	0.0	8	12.5	87.5	0.0	0.0
NEWPORT	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
RACINE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
SANTA FE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
WINSTON-SALEM	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	7	0.0	100.0	0.0	7	0.0	100.0	0.0	7	0.0	14.3	85.7	0.0	7	0.0	14.3	85.7	0.0

* NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

** NP is used to indicate that the program in question does not operate in the particular district.

TABLE E-39

PERCENTAGE OF SCHOOLS INDICATING VARIOUS LOCATIONS FOR PROVIDING
STATE LANGUAGE ARTS INSTRUCTION*

Data Source: Principal Questionnaire

Sample: All District Elementary School Principals

DISTRICT	GENERAL LOCATION								IF IN REGULAR SCHOOL BUT OUTSIDE REGULAR CLASSROOM									
	GRADES 1-3				GRADES 4-6				GRADES 1-3					GRADES 4-6				
	N	In School in Regular Classroom	In School Outside Reg. Classroom	Away From Regular School	N	In School in Regular Classroom	In School Outside Reg. Classroom	Away From Regular School	N	Various Locations	Room Set Aside	Laboratory or Learning Center	Annex	N	Various Locations	Room Set Aside	Laboratory or Learning Center	Annex
ADAMS COUNTY #12	NP**	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
ALUM ROCK	5	80.0	20.0	0.0	5	80.0	20.0	0.0	4	0.0	75.0	25.0	0.0	3	0.0	66.7	33.3	0.0
BERKELEY COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
BOSTON	NA***	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CHARLOTTE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HARRISON COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	52	30.8	69.2	0.0	25	32.0	68.0	0.0	38	5.3	42.1	39.5	13.2	19	10.5	42.1	42.1	5.3
MESA	3	0.0	100.0	0.0	3	0.0	100.0	0.0	3	33.3	66.7	0.0	0.0	3	33.3	66.7	0.0	0.0
NEWPORT	8	0.0	100.0	0.0	NP	NP	NP	NP	8	0.0	87.5	12.5	0.0	NP	NP	NP	NP	NP
RACINE	5	0.0	100.0	0.0	6	0.0	100.0	0.0	5	20.0	80.0	0.0	0.0	6	16.7	83.3	0.0	0.0
SANTA FE	11	72.7	27.3	0.0	7	57.1	42.9	0.0	5	0.0	40.00	60.0	0.0	4	0.0	25.0	75.0	0.0
WINSTON-SALEM	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	5	40.0	60.0	0.0	5	40.0	60.0	0.0	3	0.0	0.0	100.0	0.0	3	0.0	0.0	100.0	0.0

*Data were available for only two of the six sites with a State mathematics program. Hence, State mathematics data are not displayed.

**NP is used to indicate that the program in question does not operate in the particular district.

*** NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

TABLE E-40

PERCENTAGE OF SCHOOLS USING VARIOUS CLASS SIZES IN PROVIDING TITLE I LANGUAGE ARTS AND MATHEMATICS INSTRUCTION BY DISTRICT

Data Source: Principal Questionnaire

Sample: All District Elementary School Principals

DISTRICT	LANGUAGE ARTS														MATHEMATICS													
	NUMBER OF CHILDREN GRADE 1-3							NUMBER OF CHILDREN GRADE 4-6							NUMBER OF CHILDREN GRADE 1-3							NUMBER OF CHILDREN GRADE 4-6						
	N	1	2-5	6-10	11-15	16-25	26+	N	1	2-5	6-10	11-15	16-25	26+	N	1	2-5	6-10	11-15	16-25	26+	N	1	2-5	6-10	11-15	16-25	26+
ADAMS COUNTY #12	NA*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ALUM ROCK	6	0.0	0.0	0.0	16.7	0.0	83.3	6	0.0	0.0	0.0	16.7	0.0	83.3	4	0.0	0.0	0.0	0.0	0.0	100.0	4	0.0	0.0	0.0	0.0	0.0	100.0
BERKELEY COUNTY	8	12.5	25.0	37.5	12.5	12.5	0.0	8	0.0	62.5	12.5	12.5	12.5	0.0	6	0.0	50.0	33.3	0.0	16.7	0.0	7	0.0	71.4	14.3	0.0	14.3	0.0
BOSTON	29	0.0	13.8	86.2	0.0	0.0	0.0	27	0.0	7.4	92.6	0.0	0.0	0.0	8	0.0	12.5	87.5	0.0	0.0	0.0	8	0.0	12.5	87.5	0.0	0.0	0.0
CHARLOTTE	34	0.0	20.6	76.5	2.9	0.0	0.0	36	0.0	13.9	83.3	2.8	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	33	0.0	24.2	75.8	0.0	0.0	0.0
HARRISON COUNTY	21	14.3	23.8	57.1	0.0	4.8	0.0	21	0.0	23.8	66.7	4.8	4.8	0.0	NP	NP	NP	NP	NP	NP	NP	0	NP	NP	NP	NP	NP	NP
HOUSTON	32	0.0	0.0	28.1	68.8	3.1	0.0	32	0.0	0.0	15.6	81.3	3.1	0.0	14	7.1	7.1	57.1	28.6	0.0	0.0	14	0.0	0.0	71.4	21.4	7.1	0.0
MESA	10	10.0	60.0	10.0	0.0	0.0	20.0	9	0.0	77.8	0.0	0.0	0.0	22.2	8	0.0	50.0	0.0	12.5	12.5	25.0	9	0.0	66.7	0.0	11.1	0.0	22.2
NEWPORT	NP**	NP	NP	NP	NP	NP	NP	4	0.0	75.0	25.0	0.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
RACINE	8	0.0	100.0	0.0	0.0	0.0	0.0	8	0.0	100.0	0.0	0.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
SANTA FE	10	0.0	80.0	10.0	0.0	10.0	0.0	10	0.0	80.0	10.0	0.0	10.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
WINSTON-SALEM	10	0.0	0.0	0.0	100.0	0.0	0.0	12	0.0	0.0	0.0	100.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	5	0.0	20.0	60.0	0.0	20.0	0.0	5	0.0	20.0	40.0	20.0	20.0	0.0	7	0.0	14.3	42.9	14.3	14.3	14.3	7	0.0	14.3	42.9	14.3	14.3	14.3

* NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

** NP is used to indicate that the program in question does not operate in the particular district.

NOTE: This table does not reflect adult/student ratio. For example, in Winston-Salem, 100% of the students are instructed in classes of 11-15; however, each class is instructed by three adults.

TABLE E-41

PERCENTAGE OF SCHOOLS USING VARIOUS CLASS SIZES IN PROVIDING STATE LANGUAGE ARTS AND MATHEMATICS INSTRUCTION BY DISTRICT

Data Source: Principal Questionnaire
Sample: All District Elementary School Principals

DISTRICT	LANGUAGE ARTS														MATHEMATICS													
	NUMBER OF CHILDREN GRADE 1-3							NUMBER OF CHILDREN GRADE 4-6							NUMBER OF CHILDREN GRADE 1-3							NUMBER OF CHILDREN GRADE 4-6						
	N	1	2-5	6-10	11-15	16-25	25+	N	1	2-5	6-10	11-15	16-25	26+	N	1	2-5	6-10	11-15	16-25	26+	N	1	2-5	6-10	11-15	16-25	26+
ADAMS COUNTY #12	NP**	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
ALUM ROCK	6	0.0	0.0	0.0	16.7	16.7	66.7	6	0.0	0.0	0.0	16.7	16.7	66.7	5	0.0	0.0	0.0	20.0	20.0	60.0	6	0.0	0.0	0.0	33.3	16.7	50.0
BERKELEY COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
BOSTON	3	0.0	0.0	100.0	0.0	0.0	0.0	3	0.0	0.0	100.0	0.0	0.0	0.0	NA*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CHARLOTTE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HARRISON COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	53	0.0	35.8	43.4	5.7	11.3	3.8	26	0.0	11.5	69.2	11.5	7.7	0.0	42	0.0	42.9	42.9	0.0	11.9	2.4	23	0.0	34.8	52.2	4.3	8.7	0.0
MESA	3	0.0	100.0	0.0	0.0	0.0	0.0	3	0.0	100.0	0.0	0.0	0.0	0.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NEWPORT	8	0.0	87.5	12.5	0.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
RACINE	5	20.0	80.0	0.0	0.0	0.0	0.0	6	0.0	100.0	0.0	0.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
SANTA FE	11	0.0	36.4	9.1	9.1	36.4	9.1	7	0.0	57.1	14.3	0.0	28.6	0.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
WINSTON-SALEM	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	5	0.0	0.6	20.0	0.0	60.0	20.0	5	0.0	0.0	20.0	0.0	60.0	20.0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

* NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

** NP is used to indicate that the program in question does not operate in the particular district.

TABLE E-42

MEAN, STANDARD DEVIATION, NUMBER, AND STANDARD ERROR FOR CLASS SIZE OF AN INSTRUCTIONAL PERIOD

Data Source: Instructional Schedule
Sample: All District Elementary School Instructional Specialists

DISTRICT	TITLE I						STATE					
	Reading			Mathematics			Reading			Mathematics		
	N	MEAN	SD*	N	MEAN	SD	N	MEAN	SD	N	MEAN	SD
Adams County #12	67	8.1	2.9	NA	NA	NA	NP	NP	NP	NP	NP	NP
Alum Rock	NA**	NA	NA	NA	NA	NA	130	9.4	6.3	NA	NA	NA
Berkeley County	88	4.4	2.5	NA	NA	NA	NP	NP	NP	NP	NP	NP
Boston	3989	7.5	4.8	518	6.9	.97	20	4.7	2.1	40	18.2	8.2
Charlotte	2421	8.3	3.4	1181	6.8	2.1	NP	NP	NP	NP	NP	NP
Harrison County	640	5.6	2.5	NP***	NP	NP	NP	NP	NP	NP	NP	NP
Houston	3269	11.5	3.8	765	9.9	4.4	1075	6.5	4.9	752	7.1	5.8
Mesa	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Newport	85	5.2	1.9	NP	NP	NP	172	4.9	3.4	NP	NP	NP
Racine	139	5.1	6.2	NP	NP	NP	32	6.8	2.9	NP	NP	NP
Santa Fe	89	3.3	1.5	NP	NP	NP	NA	NA	NA	NA	NA	NA
Winston-Salem	701	12.5	5.1	NP	NP	NP	NP	NP	NP	NP	NP	NP
Yonkers	396	16.0	9.0	160	12.5	3.8	NA	NA	NA	NA	NA	NA

*SD indicates standard deviation.

**NA indicates that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

***NP indicates that the program in question does not operate in the particular district.

TABLE E-43

AVERAGE LENGTH OF TITLE I MATHEMATICS AND LANGUAGE ARTS INSTRUCTION BY DISTRICT

Data Source: Principal Questionnaire
Sample: All District Elementary School Principals

	LENGTH OF LANGUAGE ARTS INSTRUCTION								LENGTH OF MATHEMATICS INSTRUCTION							
	MEAN MINUTES PER DAY				MEAN DAYS PER WEEK				MEAN MINUTES PER DAY				MEAN DAYS PER WEEK			
	GRADES 1-3		GRADES 4-6		GRADES 1-3		GRADES 4-6		GRADES 1-3		GRADES 4-6		GRADES 1-3		GRADES 4-6	
DISTRICT	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
ADAMS COUNTY #12	NA		NA		NA		NA		NA		NA		NA		NA	
ALUM ROCK	6	104.2	6	105.8	6	5.0	6	5.0	6	50.0	6	50.0	6	5.0	6	5.0
BERKELEY COUNTY	8	56.9	8	48.1	8	4.6	8	4.6	6	52.5	7	42.1	6	4.0	7	4.0
BOSTON	28	41.3	26	41.5	27	4.9	26	4.9	8	45.0	8	45.0	8	5.0	8	5.0
CHARLOTTE	36	35.7	36	38.6	36	4.9	36	5.0	NP		33	36.7	NP		32	4.9
HARRISON COUNTY	21	30.5	21	33.1	21	4.0	21	3.5	NP		NP		NP		NP	
HOUSTON	32	34.8	32	36.7	31	4.5	31	4.4	14	27.1	14	31.1	14	5.0	14	5.0
MESA	10	30.5	9	30.6	10	4.6	9	4.2	8	30.6	9	32.2	8	4.3	9	4.1
NEWPORT	NP		4	37.5	NP		4	4.0	NP		NP		NP		NP	
RACINE	7	35.0	7	36.4	7	5.0	6	5.0	NP		NP		NP		NP	
SANTA FE	10	29.0	10	31.5	10	4.9	10	4.8	NP		NP		NP		NP	
WINSTON-SALEM	10	43.5	12	42.9	10	5.0	12	5.0	NP		NP		NP		NP	
YONKERS	5	36.0	5	38.0	5	4.0	5	3.6	7	35.7	7	35.7	7	4.1	7	4.3
RANGE	29.0-104.2		30.6-105.8		4.0-5.0		3.5-5.0		27.1-52.5		31.1-50.0		4.1-5.0		4.0 -5.0	
MEDIAN	35.7		37.8		4.9		4.7		40.4		36.7		4.7		4.9	

TABLE E-44

AVERAGE LENGTH OF STATE MATHEMATICS AND LANGUAGE ARTS INSTRUCTION BY DISTRICT

Data Source: Principal Questionnaire
Sample: All District Elementary School Principals

DISTRICT	LENGTH OF LANGUAGE ARTS INSTRUCTION								LENGTH OF MATHEMATICS INSTRUCTION							
	MEAN MINUTES PER DAY				MEAN DAYS PER WEEK				MEAN MINUTES PER DAY				MEAN DAYS PER WEEK			
	GRADES 1-3		GRADES 4-6		GRADES 1-3		GRADES 4-6		GRADES 1-3		GRADES 4-6		GRADES 1-3		GRADES 4-6	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN	N	MEAN
ADAMS COUNTY #12	NP		NP		NP		NP		NP		NP		NP		NP	
ALUM ROCK	6	67.5	6	67.5	6	5.0	6	5.0	6	47.5	6	52.5	6	5.0	6	5.0
BERKELEY COUNTY	NP		NP		NP		NP		NP		NP		NP		NP	
BOSTON	3	90.0	3	123.3	3	5.0	3	5.0	NA		NA		NA		NA	
CHARLOTTE	NP		NP		NP		NP		NP		NP		NP		NP	
HARRISON COUNTY	NP		NP		NP		NP		NP		NP		NP		NP	
HOUSTON	52	50.4	24	49.6	52	4.5	25	4.2	42	40.4	23	47.0	42	4.3	23	4.3
MESA	3	28.3	3	28.3	3	3.7	3	3.7	NA		NA		NA		NA	
NEWPORT	8	30.0	NP		8	3.6	NP		NP		NP		NP		NP	
RACINE	5	41.0	6	40.0	5	4.2	6	4.3	NP		NP		NP		NP	
SANTA FE	11	85.9	7	69.3	11	4.8	7	4.7	NA		NA		NA		NA	
WINSTON-SALEM	NP		NP		NP		NP		NP		NP		NP		NP	
YONKERS	6	57.5	6	57.5	6	4.1	6	4.0	NA		NA		NA		NA	
RANGE	28.3-90.0		28.3-123.3		3.6-5.0		3.7-5.0									
MEDIAN	54.0		57.5		4.4		4.3									

*Since State mathematics data are available on only two sites, ranges and medians are not calculated.

TABLE E-45

AVERAGE LENGTH OF AN INSTRUCTIONAL PERIOD FOR TITLE I AND STATE LANGUAGE ARTS AND MATHEMATICS

Data Source: Instructional Schedule
Sample: All District Elementary School Specialists

DISTRICT	TITLE I						STATE					
	LANGUAGE ARTS			MATHEMATICS			LANGUAGE ARTS			MATHEMATICS		
	N*	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation	N	Mean	Standard Deviation
ADAMS COUNTY #12	67	37.0	7.3	NA**	NA	NA	NP***	NP	NP	NP	NP	NP
ALUM ROCK	NA	NA	NA	NA	NA	NA	138	37.5	18.3	NA	NA	NA
BERKELEY COUNTY	88	40	13.0	NA	NA	NA	NP	NP	NP	NP	NP	NP
BOSTON	3379	44.2	21	518	44.1	4.6	20	23.2	7.3	40	39.4	1.7
CHARLOTTE	2426	37.5	15.9	1293	33.6	7.7	NP	NP	NP	NP	NP	NP
HARRISON COUNTY	643	32.6	8.1	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	3293	36.1	19.6	765	31.3	13.5	1087	36.8	12.3	764	37.0	11.4
MESA	NA	NA	NA	NP	NP	NP	NA	NA	NA	NP	NP	NP
NEWPORT	85	38.8	7.4	NP	NP	NP	172	33.9	16.0	NP	NP	NP
RACINE	141	40.7	12.7	NP	NP	NP	32	56.4	20.4	NP	NP	NP
SANTA FE	91	35.7	6.9	NP	NP	NP	NA	NA	NA	NA	NA	NA
WINSTON SALEM	726	42.2	8.2	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	396	16.0	9.0	160	12.5	3.8	NA	NA	NA	NA	NA	NA
MEDIAN		37.5			32.4			36.8			38.2	
RANGE		32.6 - 44.2			12.5 - 44.1			23.2 - 56.4			37 - 39.4	

*N is the number of periods and may include multiple periods for a given specialist.

**NA is used to indicate that the data are not currently available or that the response to an item was insufficient (< 2) to allow for interpretation and discussion.

***NP is used to indicate that the program in question does not operate in the particular district.

TABLE E-46

PERCENT OF TITLE I SCHOOLS INDICATING THAT STUDENTS RECEIVED INSTRUCTION IN TITLE I LANGUAGE ARTS AND MATHEMATICS DURING VARIOUS PORTIONS OF THE SCHOOL YEAR

(Data Source: Principal Questionnaire
Sample: All District Elementary School Specialists

DISTRICT	LANGUAGE ARTS										MATHEMATICS									
	GRADE 1 - 3					GRADE 4 - 6					GRADE 1 - 3					GRADE 4 - 6				
	N	Entire School Year	6 - 9 Months	4 - 6 Months	2 - 4 Months	N	Entire School Year	6 - 9 Months	4 - 6 Months	2 - 4 Months	N	Entire School Year	6 - 9 Months	4 - 6 Months	2 - 4 Months	N	Entire School Year	6 - 9 Months	4 - 6 Months	2 - 4 Months
ADAMS COUNTY #12	NA*	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ALUM ROCK	6	100.0	0.0	0.0	0.0	6	100.0	0.0	0.0	0.0	6	100.0	0.0	0.0	0.0	6	100.0	0.0	0.0	0.0
BERKELEY COUNTY	8	75.0	12.5	12.5	0.0	8	50.0	25.0	25.0	0.0	6	50.0	33.3	16.7	0.0	6	33.3	16.7	33.3	16.7
BOSTON	28	96.4	3.6	0.0	0.0	26	96.2	3.8	0.0	0.0	8	100.0	0.0	0.0	0.0	8	100.0	0.0	0.0	0.0
CHARLOTTE	35	97.1	2.9	0.0	0.0	36	97.2	2.8	0.0	0.0	NP**	NP	NP	NP	NP	33	97.0	3.0	0.0	0.0
HARRISON COUNTY	21	100.0	0.0	0.0	0.0	21	100.0	0.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	32	93.8	3.1	3.1	0.0	32	93.8	3.1	3.1	0.0	14	85.7	14.3	0.0	0.0	14	85.7	7.1	7.1	0.0
MESA	10	70.0	30.0	0.0	0.0	9	77.8	22.2	0.0	0.0	8	87.5	12.5	0.0	0.0	9	88.9	11.1	0.0	0.0
NEWPORT	NA	NA	NA	NA	NA	4	100.0	0.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
RACINE	7	100.0	0.0	0.0	0.0	7	100.0	0.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
SANTA FE	8	100.0	0.0	0.0	0.0	8	87.5	12.5	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
WINSTON-SALEM	10	100.0	0.0	0.0	0.0	12	100.0	0.0	0.0	0.0	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	5	100.0	0.0	0.0	0.0	5	100.0	0.0	0.0	0.0	7	85.7	14.3	0.0	0.0	7	85.7	14.3	0.0	0.0
MEDIAN		100.0	0.0	0.0	0.0		98.6	1.4	0.0	0.0		86.6	13.4	0.0	0.0		88.9	7.1	0.0	0.0
RANGE		70.0-100.0	0.0-30.0	0.0-12.5	0.0-0.0		50.0-100.0	0.0-25.0	0.0-25.0	0.0-0.0		50.0-100.0	0.0-33.3	0.0-16.7	0.0-0.0		33.3-100.0	0.0-16.7	0.0-33.3	0.0-16.7

* NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

** NP is used to indicate that the program in question does not operate in the particular district.

TABLE E-47

PERCENT OF SCHOOLS INDICATING THAT STUDENTS RECEIVED INSTRUCTION IN SFCE LANGUAGE ARTS AND MATHEMATICS DURING VARIOUS PORTIONS OF THE SCHOOL YEAR

Data Source: Principal Questionnaire

Sample: All District Elementary School Specialists

DISTRICT	LANGUAGE ARTS								MATHEMATICS							
	GRADES 1-3				GRADES 4-6				GRADES 1-3				GRADES 4-6			
	N	Entire School Year	6-9 Months	4-6 Months	N	Entire School Year	6-9 Months	4-6 Months	N	Entire School Year	6-9 Months	4-6 Months	N	Entire School Year	6-9 Months	4-6 Months
ADAMS COUNTY #12	NP*	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
ALUM ROCK	6	100.0	0.0	0.0	6	100.0	0.0	0.0	6	100.0	0.0	0.0	6	100.0	0.0	0.0
BERKELEY COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
BOSTON	NA**	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
CHARLOTTE	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HARRISON COUNTY	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
HOUSTON	53	77.4	20.8	1.9	26	73.1	26.9	0.0	43	79.1	18.6	2.3	24	75.0	25.0	0.0
MESA	3	100.0	0.0	0.0	3	100.0	0.0	0.0	NA	NA	NA	NA	NA	NA	NA	NA
NEWPORT	8	75.0	25.0	0.0	NA	NA	NA	NA	NP	NP	NP	NP	NP	NP	NP	NP
RACINE	5	100.0	0.0	0.0	6	83.3	0.0	16.7	NP	NP	NP	NP	NP	NP	NP	NP
SANTA FE	11	72.7	27.3	0.0	7	57.1	42.9	0.0	NA	NA	NA	NA	NA	NA	NA	NA
WINSTON-SALEM	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
YONKERS	6	100.0	0.0	0.0	6	100.0	0.0	0.0	NA	NA	NA	NA	NA	NA	NA	NA
MEDIAN***		100.0	0.0	0.0		91.7	0.0	0.0								
RANGE***		72.7-100.0	0.0 27.3	0.0-1.9		57.1-100.0	0.0 42.9	0.0 16.7								

[*] NP is used to indicate that the program in question does not operate in the particular district.

[**] NA is used to indicate that the data are not currently available or that the response to an item was insufficient (≤ 2) to allow for interpretation and discussion.

[***] Since State mathematics data are available on only two sites, ranges and medians are not calculated.

TABLE E-48

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION LANGUAGE ARTS PROGRAMS*

Data Source: Program Description Modules

Sample: All District Elementary School Specialists

DISTRICT	PERCENTAGE AND NUMBER OF SPECIALISTS USING VARIOUS MEASURES TO ASSESS PERFORMANCE LEVEL AT BEGINNING OF INSTRUCTION						
	STANDARDIZED ACHIEVEMENT TEST SCORES	STANDARDIZED DIAGNOSTIC TEST SCORES	DISTRICT/SCHOOL/ PROGRAM OBJECTIVE REFERENCED TEST SCORES	TEACHING STAFF OBJECTIVE REFERENCED TEST SCORES	INFORMAL TESTING	PREVIOUS YEAR'S GRADES	STUDENT'S AGE
ADAMS COUNTY #12	100.0 11	36.4 4	63.6 7	54.5 6	100.0 11	27.3 3	36.4 4
ALUM ROCK	50.0 4	75.0 4	75.0 6	75.0 6	87.5 7	12.5 1	12.5 1
BERKELEY COUNTY	81.8 9	54.5 6	81.8 9	81.8 9	90.9 10	54.5 6	9.1 1
BOSTON	88.4 122	55.5 76	55.9 76	52.2 72	84.8 117	62.8 86	31.4 43
CHARLOTTE	89.5 94	45.3 48	39.8 41	27.9 29	57.1 60	21.2 22	8.6 9
HARRISON COUNTY	71.0 22	87.1 27	51.6 16	51.6 16	77.4 24	58.1 18	35.5 11
HOUSTON	76.3 148	53.9 103	58.8 114	44.8 86	71.5 138	29.3 56	20.2 39
MESA	61.5 16	51.9 14	92.6 25	40.7 11	55.6 15	19.2 5	7.7 2
NEWPORT	84.6 11	61.5 8	53.8 7	46.2 6	100.0 13	69.2 9	15.4 2
RACINE	86.4 19	77.3 17	77.3 17	68.2 15	63.6 14	18.2 4	22.7 5
SANTA FE	31.3 13	81.3 13	75.0 13	81.3 12	93.8 15	31.3 5	43.8 7
WINSTON-SALEM	86.8 33	68.4 26	73.7 28	55.3 21	81.6 31	63.2 24	23.7 9
YONKERS	90.5 19	59.1 13	36.4 8	45.5 10	100.0 21	50.0 11	31.8 7

*All percentages are based on item response rates.

TABLE E-48 (cont'd.)

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION LANGUAGE ARTS PROGRAMS

DISTRICT	USE OF PERFORMANCE OBJECTIVES							
	PERCENTAGE AND NUMBER OF SPECIALISTS USING SPECIFIC PERFORMANCE OBJECTIVES	FOR THOSE USING SPECIFIC PERFORMANCE OBJECTIVES						
		PERCENTAGE AND NUMBER STATING OBJECTIVES FOR**			PERCENTAGE AND NUMBER BASING OBJECTIVES ON**			PERCENTAGE AND NUMBER OF SPECIALISTS REPORTING ACCESS TO MATERIALS BASED ON PERFORMANCE OBJECTIVES
		INDIVIDUAL STUDENTS	SMALL GROUPS	TOTAL GROUP	CONTENT	MASTERY	BOTH CONTENT AND MASTERY	
ADAMS COUNTY #12	81.8 9	66.7 6	11.1 1	22.2 2	57.1 4	0 0	42.9 3	66.7 6
ALUM ROCK	84.6 11	63.6 7	27.3 3	9.1 1	33.3 3	0 0	66.7 6	90.9 10
BERKELEY COUNTY	69.2 9	20.0 2	60.0 6	20.0 2	0 0	12.5 1	87.5 7	100.0 10
BOSTON	94.6 139	66.6 92	19.6 27	13.8 19	6.7 8	17.5 21	75.8 91	83.0 117
CHARLOTTE	83.7 103	81.4 83	15.7 16	2.9 3	3.0 3	9.0 9	88.0 88	87.6 92
HARRISON COUNTY	83.3 25	57.7 15	23.1 6	19.2 5	4.8 1	0 0	95.2 20	64.0 16
HOUSTON	86.4 190	64.2 131	27.5 56	8.3 17	9.2 17	14.7 27	76.1 140	85.1 171
MESA	86.8 33	32.3 10	22.6 7	45.1 14	22.2 4	11.1 2	66.7 12	92.9 26
NEWPORT	100.0 12	100.0 13	0 0	0 0	15.4 2	7.7 1	76.9 10	91.7 11
RACINE	91.8 45	80.0 36	6.7 3	13.3 6	12.8 5	20.5 8	66.7 26	93.2 41
SANTA FE	75.0 12	33.3 4	66.7 8	0 0	0 0	0 0	100.0 12	100.0 12
WINSTON-SALEM	92.3 36	78.4 29	13.5 5	8.1 3	9.1 3	12.1 4	78.8 26	94.6 35
YONKERS	87.1 27	82.1 23	3.6 1	14.3 4	0 0	19.2 5	80.8 21	87.5 21

**Percentages for this item sum to 100.

TABLE E-4H (cont'd.)

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION LANGUAGE ARTS PROGRAMS

DISTRICT	HOW TASKS ARE ASSIGNED TO STUDENTS (MEAN PERCENTAGE PER YEAR)			PERCENTAGE AND NUMBER OF SPECIALISTS UTILIZING MATERIALS IN VARIOUS WAYS**			
	INDIVIDUAL STUDENTS	SMALL GROUPS	TOTAL GROUPS	SAME MATERIALS, SAME ORDER, SAME RATE	SAME MATERIALS, SAME ORDER, DIFFERENT RATE	SAME MATERIALS, DIFFERENT SEQUENCE	DIFFERENT MATERIALS FOR DIFFERENT CHILDREN
ADAMS COUNTY #12	29.1	38.6	32.3	0.0 0	50.0 4	12.5 1	37.5 3
ALUM ROCK	43.6	25.4	31.0	16.7 2	50.0 6	8.3 1	25.0 3
BERKELEY CO.	41.7	26.2	32.2	0.0 0	28.6 2	0.0 0	71.4 5
BOSTON	40.2	37.0	22.2	2.2 3	24.8 34	24.8 34	48.4 66
CHARLOTTE	62.2	23.5	13.7	3.3 3	25.3 23	15.4 14	56.0 51
HARRISON CO.	33.9	20.6	45.5	10.5 2	31.6 6	15.8 3	42.1 8
HOUSTON	40.0	33.5	29.4	4.0 8	20.1 40	28.2 56	47.7 95
MESA	31.2	25.0	45.7	27.3 9	27.3 9	12.1 4	33.3 11
NEWPORT	67.9	24.2	7.9	0 0	0 0	0 0	100.0 12
RACINE	73.6	18.0	16.5	0 0	33.3 14	33.3 14	33.3 14
SANTA FE	44.0	45.7	18.2	0 0	0 0	12.5 1	87.5 7
WINSTON-SALEM	63.1	26.7	12.3	0 0	12.5 3	29.2 7	58.3 14
YONKERS	57.8	17.8	26.9	9.1 2	4.5 1	9.1 2	77.3 17

**Percentages for this item sum to 100.

TABLE E-48 (cont'd.)

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION LANGUAGE ARTS PROGRAMS

DISTRICT	PERCENTAGE AND NUMBER OF SPECIALISTS USING VARIOUS METHODS TO ASSESS PROGRESS DURING THE YEAR**				
	REVIEW HOMEWORK/ WORKBOOKS	SCORES ON OBJECTIVE REFERENCED TESTS	CLASS PARTICIPATION	STUDENT SELF-EVALUATION	OTHER METHODS
ADAMS COUNTY #12	0 0	55.6 5	44.4 4	0 0	0 0
ALUM ROCK	0 0	100.0 7	0 0	0 0	0 0
BERKELEY COUNTY	0 0	44.4 4	55.6 5	0 0	0 0
BOSTON	18.4 23	43.2 54	36.0 45	2.4 3	0 0
CHARLOTTE	16.0 13	63.0 51	18.5 15	2.5 2	0 0
HARRISON COUNTY	4.3 1	47.8 11	43.5 10	4.4 1	0 0
HOUSTON	3.7 7	62.3 119	26.7 51	6.8 13	.5 1
MESA	0 0	86.3 25	10.3 3	3.4 1	0 0
NEWPORT	0 0	100.0 10	0 0	0 0	0 1
RACINE	25.6 10	61.5 24	10.3 4	2.6 1	0 0
SANTA FE	0 0	50.0 3	0 0	0 0	50.0 3
WINSTON-SALEM	0 0	100.0 35	0 0	0 0	0 0
YONKERS	12.0 3	56.0 14	32.0 8	0 0	0 0

**Percentages for this item sum to 100.

TABLE E-48 (cont'd.)

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION LANGUAGE ARTS PROGRAMS

DISTRICT	PERCENTAGE AND NUMBER OF SPECIALISTS USING VARIOUS METHODS OF RECORDING STUDENTS' PROGRESS				PERCENTAGE AND NUMBER OF SPECIALISTS RECORDING STUDENTS' PROGRESS AT VARIOUS INTERVALS**			
	STUDENT FOLDERS	STUDENT FLOW CHARTS	RECORD FORMS PROVIDED WITH MATERIALS	COMPUTER TRACKING SYSTEM	FIVE TIMES WEEKLY	ONE TO FOUR TIMES WEEKLY	ONE TO THREE TIMES MONTHLY	LESS THAN MONTHLY
ADAMS COUNTY #12	100.0 11	18.2 2	54.5 6	0 0	9.1 1	36.4 4	54.5 6	0 0
ALUM ROCK	69.2 9	38.5 5	84.6 11	0 0	38.5 5	46.2 6	15.3 2	0 0
BERKELEY CO.	84.6 11	23.1 3	69.2 9	0 0	46.2 6	53.8 7	0 0	0 0
BOSTON	93.9 138	28.1 41	56.5 83	2.7 4	21.1 31	34.7 51	37.4 55	6.8 10
CHARLOTTE	92.1 116	29.4 37	82.5 104	.8 1	16.0 20	55.2 69	20.0 25	8.8 11
HARRISON CO.	100.0 31	12.9 4	38.7 12	0 0	0 0	45.2 14	25.8 8	29.0 9
HOUSTON	89.4 210	23.5 55	59.4 139	10.3 24	12.4 29	43.6 102	35.5 83	8.5 20
MESA	64.7 22	50.0 17	37.1 13	21.2 7	2.6 1	31.6 12	47.4 18	18.4 7
NEWPORT	100.0 13	23.1 3	100.0 13	0 0	0 0	30.8 4	69.2 9	0 0
RACINE	100.0 49	43.8 21	89.6 43	2.1 1	34.7 17	42.9 21	12.2 6	10.2 5
SANTA FE	90.9 10	9.1 1	63.6 7	0 0	12.5 2	12.5 2	6.3 1	68.7 11
WINSTON-SALEM	84.6 33	43.6 17	92.3 36	51.3 20	61.5 24	23.1 9	12.8 5	2.6 1
YONKERS	75.0 24	9.4 3	71.9 23	0 0	21.9 7	50.0 16	28.1 9	0 0

**Percentages for this item sum to 100.

TABLE E-49

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION MATHEMATICS PROGRAMS*

Data Source: Program Description Modules
Sample: All District Elementary School Teachers and Specialists

DISTRICT	PERCENTAGE AND NUMBER OF SPECIALISTS USING VARIOUS MEASURES USED TO ASSESS PERFORMANCE LEVEL AT BEGINNING OF INSTRUCTION						
	STANDARDIZED ACHIEVEMENT TEST SCORES	STANDARDIZED DIAGNOSTIC TEST SCORES	DISTRICT/SCHOOL PROGRAM OBJECTIVE REFERENCED TEST SCORES	TEACHING STAFF OBJECTIVE REFERENCED TEST SCORES	INFORMAL TESTING	PREVIOUS YEAR'S GRADES	STUDENT'S AGE
ALUM ROCK	100.0 1	100.0 1	0 0	0 0	100.0 1	100.0 1	0 0
BERKELEY COUNTY	100.0 8	75.0 6	12.5 1	75.0 6	87.5 7	75.0 6	12.5 1
BOSTON	76.5 13	76.5 13	56.3 9	82.4 14	70.6 12	82.4 14	29.4 5
CHARLOTTE	97.3 36	38.9 14	43.2 16	27.8 10	37.8 14	10.8 4	0 0
HOUSTON	79.7 51	62.5 40	63.1 41	46.0 29	67.7 44	27.7 18	20.3 13
MESA	16.7 1	16.7 1	100.0 6	83.3 5	66.7 4	16.7 1	0 0
YONKERS	100.0 12	66.7 8	75.0 9	83.3 10	83.3 10	83.3 10	0 10

* Only seven sites of the Demonstration Districts conducted compensatory mathematics programs or had sufficient specialists reporting for inclusion in this table. All percentages are based on item response rates.

TABLE E-49 (cont'd.)

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION MATHEMATICS PROGRAMS

DISTRICT	USE OF PERFORMANCE OBJECTIVES							
	PERCENTAGE AND NUMBER OF SPECIALISTS USING SPECIFIC PERFORMANCE OBJECTIVES	FOR THOSE USING SPECIFIC PERFORMANCE OBJECTIVES						PERCENTAGE AND NUMBER OF SPECIALISTS REPORTING ACCESS TO MATERIAL BASED ON PERFORMANCE OBJECTIVES
		PERCENTAGE & NUMBER STATING OBJECTIVES FOR:**			PERCENTAGE & NUMBER BASING OBJECTIVES ON:**			
		INDIVIDUAL STUDENTS	SMALL GROUPS	TOTAL GROUP	CONTENT	MASTERY	CONTENT AND MASTERY	
ALUM ROCK	25.0 1	100.0 1	0 1	0 0	0 0	0 0	100.0 1	100.0 1
BERKELEY COUNTY	87.5 7	14.3 1	71.4 5	14.3 1	0 0	0 0	100.0 6	100.0 7
BOSTON	95.0 19	73.7 14	15.8 3	10.5 2	0 0	6.3 1	93.7 15	84.2 16
CHARLOTTE	89.2 33	84.4 27	9.4 3	6.2 2	0 0	10.0 3	90.0 27	96.8 30
HOUSTON	90.9 70	71.6 53	20.3 15	8.1 6	7.7 5	18.5 12	73.8 48	81.1 60
MESA	92.9 13	46.2 6	7.7 1	46.2 6	0 0	0 0	100.0 7	100.0 14
YONKERS	100.0 13	100.0 13	0 0	0 0	7.7 1	15.4 2	76.9 10	100.0 13

** Percentages for this item sum to 100.

TABLE E-49 (cont'd.)

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION MATHEMATICS PROGRAMS

DISTRICT	HOW TASKS ARE ASSIGNED TO STUDENTS (MEAN PERCENTAGE PER YEAR)			PERCENTAGE & NUMBER OF SPECIALISTS UTILIZING MATERIALS IN VARIOUS WAYS**			
	INDIVIDUAL STUDENTS	SMALL GROUPS	TOTAL GROUP	SAME MATERIALS, SAME ORDER, SAME RATE	SAME MATERIALS, SAME ORDER, DIFFERENT RATE	SAME MATERIALS, DIFFERENT SEQUENCE	DIFFERENT MATERIALS FOR DIFFERENT CHILDREN
ALUM ROCK	48.8	33.8	17.5	0.0 0	0.0 0	33.3 1	66.7 2
BERKELEY COUNTY	42.1	23.6	37.2	0.0 0	25.0 1	25.0 1	50.0 2
BOSTON	53.2	26.3	20.5	0.0 0	21.1 4	26.3 5	52.6 10
CHARLOTTE	74.6	16.3	10.2	0.0 0	15.6 5	18.8 6	65.6 21
HOUSTON	44.3	29.9	31.4	6.9 5	20.8 15	29.2 21	43.1 31
MESA	35.8	40.0	43.5	0.0 0	44.4 4	0.0 0	55.6 5
YONKERS	68.5	15.0	16.5	0.0 0	0.0 0	16.7 1	83.3 5

** Percentages for this item sum to 100.

TABLE E-49 (cont'd)

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION MATHEMATICS PROGRAMS

DISTRICT	PERCENTAGE & NUMBER OF SPECIALISTS USING VARIOUS METHODS TO ASSESS PROGRESS DURING THE YEAR**				
	REVIEW HOMEWORK/ WORKBOOKS	SCORES ON OBJECTIVE REFERENCED TESTS	CLASS PARTICIPATION	STUDENT SELF-EVALUATION	OTHER METHODS
ALUM ROCK	0 0	100.0 1	0 0	0 0	0 0
BERKELEY COUNTY	71.4 5	28.6 2	0 0	0 0	0 0
BOSTON	21.4 3	71.4 10	7.2 1	0 0	0 0
CHARLOTTE	9.7 3	58.1 18	19.4 6	9.6 3	3.2 1
HOUSTON	6.2 4	44.5 29	40.0 26	6.2 4	3.1 2
MESA	30.0 3	40.0 4	30.0 3	0 0	0 0
YONKERS	7.7 1	92.3 12	0 0	0 0	0 0

** Percentages for this item sum to 100.

TABLE E-49 (cont'd.)

DIMENSIONS CHARACTERIZING INDIVIDUALIZATION OF INSTRUCTION IN COMPENSATORY EDUCATION MATHEMATICS PROGRAMS

DISTRICT	PERCENTAGE & NUMBER OF SPECIALISTS USING VARIOUS METHODS OF RECORDING STUDENTS' PROGRESS				PERCENTAGE & NUMBER OF SPECIALISTS RECORDING STUDENTS' PROGRESS AT VARIOUS INTERVALS**			
	STUDENT FOLDERS	STUDENT FLOW CHARTS	RECORD FORMS PROVIDED WITH MATERIALS	COMPUTER TRACKING SYSTEM	FIVE TIMES WEEKLY	ONE TO FOUR TIMES WEEKLY	ONE TO THREE TIMES MONTHLY	LESS THAN MONTHLY
ALUM ROCK	100.0 4	100.0 4	50.0 2	0 0	0 0	100.0 4	0 0	0 0
BERKELEY COUNTY	100.0 8	75.0 6	25.0 2	0 0	37.5 3	0 0	62.5 5	0 0
BOSTON	100.0 20	40.0 8	55.0 11	0 0	10.0 2	55.0 11	30.0 6	5.0 1
CHARLOTTE	100.0 37	41.7 15	73.0 37	8.1 3	23.6 9	50.0 19	21.1 8	5.3 2
HOUSTON	82.3 65	26.6 21	54.4 43	10.1 8	17.7 14	38.0 30	36.7 29	7.6 6
MESA	69.2 9	46.2 6	15.4 2	0 0	0 0	42.9 6	21.4 3	35.7 5
YONKERS	84.6 11	76.9 10	100.0 13	0 0	15.4 2	84.6 11	0 0	0 0

** Percentages for this item sum to 100.

TABLE E-50

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING COMPENSATORY EDUCATION PROVIDING COMPENSATORY STAFF TRAINING SESSIONS, AND TYPE OF PERSONS INITIATING THESE SESSIONS

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	PERCENTAGE OF SCHOOLS PROVIDING TRAINING SESSIONS*		OF THOSE PROVIDING TRAINING SESSIONS, MEAN PERCENTAGE OF TRAINING SESSIONS INITIATED BY:		
	N	%	IN-SCHOOL PERSONNEL	DISTRICT PERSONNEL	OTHERS
ADAMS COUNTY #12	2	16.7	57.5	20.0	22.5
ALUM ROCK	11	91.7	66.4	31.6	2.0
BERKELEY COUNTY	4	36.4	0.0	96.7	3.3
BOSTON	26	35.1	16.4	51.8	31.8
CHARLOTTE	48	71.6	20.1	76.4	3.5
HARRISON COUNTY	16	55.2	7.9	78.9	13.2
HOUSTON	65	54.6	24.5	70.8	4.6
MESA	8	42.1	15.6	83.1	1.2
NEWPORT	10	100.0	8.0	92.0	0.0
RACINE	16	66.7	24.6	74.0	1.4
SANTA FE	12	5.0	24.5	74.1	1.4
WINSTON-SALEM	15	40.5	12.9	83.6	3.6
YONKERS	4	16.0	53.8	33.8	12.5
MEDIAN			24.5	74.1	3.6
RANGE	42.9	16.7-100.0	0.0-66.4	20.0-96.7	1.1-31.8

*A "missing" response is treated as a "no."

TABLE E-51

FOCUS OF SCHOOL-INITIATED TRAINING SESSIONS*

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	N	FOCUS					
		INSTRUCTIONAL TECHNIQUES AND MATERIALS		SPECIAL NEEDS OF THE EDUCATIONALLY DISADVANTAGED		PLANNING AND USING RESOURCES	
		$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
ADAMS COUNTY #12	2	39.3	5.7	54.4	11.6	36.3	3.7
ALUM ROCK	10	41.8	15.6	47.8	17.2	53.9	11.6
BERKELEY COUNTY	2	51.4	0	38.0	0	38.9	0
BOSTON	14	49.1	18.3	50.3	10.5	50.0	14.2
CHARLOTTE	26	56.6	11.8	49.0	12.9	48.0	11.8
HARRISON COUNTY	7	49.1	16.6	40.3	18.1	41.8	20.3
HOUSTON	36	51.2	12.9	50.4	9.8	53.1	10.2
MESA	3	46.1	4.7	48.9	9.4	49.2	9.0
NEWPORT	32	59.5	0	62.6	0	64.8	0
RACINE	10	37.7	25.8	51.1	12.3	44.6	17.0
SANTA FE	6	47.4	9.9	46.2	9.0	61.7	11.0
WINSTON-SALEM	9	61.3	8.8	52.5	13.4	48.1	13.9
YONKERS	2	59.5	0	58.5	5.8	60.0	7.3

*These scores represent T-scores, with a mean of 50 and a standard deviation of 10. A score of 50 represents the mean of site means, and a score of 60 represents one average standard deviation above the mean of means.

TABLE E-52

NUMBER AND PERCENTAGE OF SCHOOLS OFFERING COMPENSATORY EDUCATION PROGRAMS IN WHICH TEACHERS PARTICIPATED IN A VARIETY OF OTHER SCHOOL-INITIATED STAFF DEVELOPMENT ACTIVITIES BY DISTRICT

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	OVERALL N	TYPE OF ACTIVITY											
		VISITS TO CLASSROOM BY TRAINERS		TEACHERS OBSERVING OTHER CLASSES		STAFF/SPECIALISTS CONSULTATIONS		STAFF EXCHANGE PROGRAMS		STAFF MEETINGS		COLLEGE COURSES	
		N	%	N	%	N	%	N	%	N	%	N	%
ADAMS COUNTY #12	4	1	25.0	1	25.0	3	75.0	0	0.0	3	75.0	1	25.0
ALUM ROCK	12	6	50.0	9	75.0	11	91.7	2	16.7	12	100.0	4	33.3
BERKELEY COUNTY	7	3	42.8	2	28.6	4	57.1	2	28.6	6	85.7	0	0.0
BOSTON	43	10	23.3	8	18.6	23	53.5	8	18.6	31	72.1	7	16.2
CHARLOTTE	46	30	65.2	35	76.1	39	84.8	15	32.6	38	82.6	5	10.9
HARRISON COUNTY	23	8	34.7	8	34.8	17	73.9	17	73.9	16	69.6	1	4.3
HOUSTON	80	48	60.0	18	22.5	66	82.5	15	18.8	66	82.5	7	8.8
MESA	18	10	55.5	9	50.0	16	88.9	2	11.1	13	72.2	3	16.7
NEWPORT	9	2	22.2	1	11.1	3	33.3	1	11.1	5	55.6	2	22.2
RACINE	22	14	63.6	10	45.5	20	91.0	1	4.5	16	72.7	3	13.6
SANTA FE	16	12	75.0	11	68.8	13	81.3	8	50.0	15	93.8	6	37.5
WINSTON-SALEM	25	16	64.0	20	80.0	16	64.0	5	20.0	19	76.0	2	8.0
YONKERS	15	4	26.7	7	46.7	12	80.0	5	33.3	11	73.3	0	0.0
MEDIAN			50.0		46.7		75.0		20.0		76.0		13.6
RANGE			22.2-75.0		11.1-80.0		33.3-91.7		0.0-73.9		55.6-100.0		0.0-37.5

TABLE E-53

FREQUENCY OF SCHOOL LEVEL PAC MEETINGS, ATTENDANCE AND AMOUNT OF RESPONSIBILITY

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	N	FREQUENCY OF MEETINGS			AVERAGE # PARENTS ATTENDING		TOTAL AMOUNT PAC RESPONSIBILITY*	
		1 OR 2 PER YEAR	EVERY FEW MONTHS	ONE PER MONTH OR MORE	$\bar{X}$	S.D.	$\bar{X}$	S.D.
ADAMS COUNTY #12	2	0	0	100.00	5.0	1.4	49.8	2.8
ALUM ROCK	6	0	0	100.00	9.2	3.1	58.3	6.9
BERKELEY COUNTY	2	0	100.0	0	3.0	1.4	49.8	13.9
BOSTON	28	21.4	35.7	42.9	8.8	3.5	46.5	12.4
CHARLOTTE	43	7.0	41.9	51.2	14.9	9.1	48.5	10.8
HARRISON COUNTY	23	4.3	82.6	13.0	4.0	.8	48.1	12.4
HOUSTON	29	0	6.9	93.1	12.5	7.2	46.2	10.1
MESA	7	0	71.4	28.6	12.9	10.5	47.8	10.4
NEWPORT	4	25.0	0	75.0	13.5	8.6	46.9	13.4
RACINE	5	20.0	40.0	40.0	6.6	2.1	48.6	3.3
SANTA FE	11	9.1	36.4	54.5	13.5	6.8	64.0	14.0
WINSTON-SALEM	12	58.3	25.0	16.7	4.2	2.8	46.3	9.4
YONKERS	7	57.1	42.9	0.0	7.7	5.8	49.2	10.4

*These scores represent T-scores, with a mean of 50 and a standard deviation of 10. A score of 50 represents the mean of site means, and a score of 60 represents one average standard deviation above the mean of means.

TABLE E 54

PRINCIPAL ESTIMATES OF PARENT INVOLVEMENT OUTSIDE THE PAC FRAMEWORK*

Data Source: Principal Questionnaire Background Form
Sample: All District Elementary School Principals

DISTRICT	N	MEAN	SD
ADAMS COUNTY #12	3	53.4	13.6
ALUM ROCK	6	56.0	8.1
BERKELEY COUNTY	8	42.2	6.1
BOSTON	33	46.5	11.6
CHARLOTTE	44	54.2	10.5
HARRISON COUNTY	23	40.6	8.0
HOUSTON	30	52.5	10.2
MESA	8	52.4	11.6
NEWPORT	4	41.7	13.2
RACINE	7	50.1	11.4
SANTA FE	11	58.8	7.9
WINSTON-SALEM	13	49.2	9.1
YONKERS	7	48.4	8.7

*These scores represent T-scores, with a mean of 50 and a standard deviation of 10. A score of 50 represents the mean of site means, and a score of 60 represents one average standard deviation above the mean of means.

APPENDIX F

QUESTIONNAIRE ITEMS AND SITE SPECIFIC RESULTS FOR COMMUNITY REACTION TO DEMONSTRATION POLICY OPTIONS

All policy preference items were responded to using a four-point scale where the higher response reflected agreement with the statement or option. The wording of the items was as follows:

For the effectiveness of compensatory programs:

- In your opinion, how effective are federally funded compensatory programs (such as Title I of ESEA) in accomplishing their goals?

For poverty-based student selection:

- Compensatory services should go primarily to poor children with learning problems.

For achievement-based student selection:

- Compensatory services should go to any child with a learning problem.

For concentrated policies of school selection:

- Programs which provide compensatory services should be concentrated in those schools which have large numbers of children who need them.

For saturated policies of school selection:

- Programs which provide compensatory services should be available to all schools that have eligible children, even if there are only a few eligible children in the school.

For the appropriateness of standardized tests:

- Standardized achievement test scores are generally a good measure of student performance.

For the items reflecting achievement/poverty and concentrated/saturated options, the following technique was used to combine these items into a single variable. The items reflecting support for achievement criteria and saturated school selection were reversed in order and added to the items measuring support for poverty and concentration options, respectively. These new variables were then divided by two to make them comparable with the other four-point scales. Since the ordering of two of the four variables has been reversed, the constructed variables represent support for concentration of services in Title I schools, and poverty criteria for student selection.

TABLE F-1

ITEM MEANS OF SELECTED GROUPS FOR EFFECTIVENESS OF COMPENSATORY PROGRAMS

DISTRICT	PRINCIPALS		TEACHERS		SPECIALISTS	PARENTS		
	TI	NTI	TI	NTI		TI	NTI/TI SCHOOLS	NTI/NTI SCHOOLS
ADAMS COUNTY #12	3.5 (3)	2.6 (8)	3.5 (12)	3.1 (13)	3.2 (6)	3.5 (6)	3.5 (8)	3.1 (19)
ALUM ROCK	2.5 (6)	2.4 (5)	2.6 (22)	2.7 (26)	2.7 (10)	2.9 (22)	3.0 (21)	3.2 (40)
BERKELEY COUNTY	3.6 (8)	4.0 (1)	3.2 (26)	3.6 (5)	3.6 (5)	3.8 (8)	3.4 (5)	3.5 (4)
BOSTON	*3.0 (29)	2.4 (14)	3.0 (72)	3.0 (50)	3.4 (134)	3.4 (59)	3.5 (33)	3.5 (74)
CHARLOTTE	*3.8 (41)	3.2 (13)	*3.4 (117)	3.2 (62)	3.7 (107)	3.4 (98)	3.5 (55)	3.2 (100)
HARRISON COUNTY	3.6 (23)	3.5 (4)	3.3 (46)	3.6 (12)	3.8 (17)	3.2 (33)	3.4 (16)	3.5 (13)
HOUSTON	*3.3 (28)	2.3 (33)	2.9 (82)	2.9 (111)	3.4 (163)	3.3 (96)	3.3 (55)	3.2 (253)
MESA	3.3 (9)	2.8 (8)	3.2 (39)	2.7 (11)	3.3 (14)	3.5 (39)	3.5 (24)	3.3 (33)
NEWPORT	3.3 (4)	3.2 (5)	3.0 (4)	3.4 (11)	3.6 (12)	4.0 (5)	3.5 (2)	3.5 (15)
RACINE	3.3 (7)	3.4 (17)	2.8 (28)	2.6 (48)	3.4 (18)	3.3 (23)	3.2 (19)	3.4 (57)
SANTA FE	3.5 (11)	3.0 (1)	3.3 (37)	2.8 (11)	3.5 (11)	3.2 (43)	3.1 (15)	2.9 (24)
WINSTON-SALEM	3.2 (13)	2.7 (72)	*3.4 (57)	3.0 (35)	3.5 (23)	3.5 (53)	3.3 (25)	3.3 (91)
YONKERS	3.8 (4)	3.2 (6)	3.2 (12)	3.1 (8)	3.3 (27)	3.2 (21)	2.8 (5)	3.3 (33)

*Indicates significant F ratio ($p < .05$)

TABLE F-2
ITEM MEANS OF SELECTED GROUPS FOR POVERTY TARGETING

DISTRICT	PRINCIPALS		TEACHERS		SPECIALISTS	PARENTS		
	TI	NTI	TI	NTI		TI	NTI/TI SCHOOLS	NTI/NTI SCHOOLS
ADAMS COUNTY #12	2.5 (3)	1.7 (9)	1.7 (20)	1.7 (41)	1.6 (8)	1.6 (6)	1.5 (11)	1.4 (26)
ALUM ROCK	2.0 (6)	2.6 (6)	*2.2 (27)	1.8 (33)	2.0 (12)	2.2 (29)	2.1 (20)	2.0 (44)
BERKELEY COUNTY	1.6 (8)	1.8 (2)	*1.7 (40)	1.2 (13)	2.0 (7)	1.9 (10)	1.6 (8)	1.7 (12)
BOSTON	1.9 (32)	2.0 (37)	1.8 (79)	1.9 (79)	1.9 (142)	1.9 (65)	1.8 (40)	1.7 (91)
CHARLOTTE	1.8 (42)	1.7 (22)	1.7 (126)	1.8 (128)	1.9 (111)	*2.0 (102)	1.8 (74)	1.8 (117)
HARRISON COUNTY	1.7 (24)	1.1 (5)	1.6 (51)	1.6 (21)	1.5 (17)	1.8 (37)	1.8 (21)	1.8 (17)
HOUSTON	*2.2 (32)	1.7 (86)	1.9 (93)	1.9 (284)	2.0 (201)	*2.1 (97)	2.2 (66)	1.9 (297)
MESA	2.5 (9)	1.7 (10)	*1.8 (50)	1.6 (35)	2.1 (17)	1.7 (43)	1.7 (30)	1.6 (40)
NEWPORT	1.4 (4)	1.6 (6)	1.8 (6)	1.5 (18)	1.7 (12)	1.8 (5)	2.0 (2)	1.7 (18)
RACINE	1.9 (7)	1.6 (17)	*1.7 (36)	1.5 (72)	1.4 (21)	1.8 (21)	1.9 (21)	1.8 (63)
SANTA FE	1.9 (11)	1.9 (5)	1.8 (46)	1.8 (24)	2.0 (12)	2.0 (43)	1.9 (18)	1.8 (28)
WINSTON-SALEM	2.0 (13)	2.0 (22)	1.8 (64)	1.8 (108)	1.8 (27)	1.8 (55)	1.8 (30)	1.8 (112)
YONKERS	1.6 (4)	1.4 (14)	2.0 (13)	1.7 (42)	1.8 (34)	2.2 (24)	1.9 (7)	1.9 (34)

*Indicates significant F ratio ($p < .05$)

TABLE F-3
ITEM MEANS OF SELECTED GROUPS FOR CONCENTRATION OPTION

DISTRICT	PRINCIPALS		TEACHERS		SPECIALISTS	PARENTS		
	TI	NTI	TI	NTI		TI	NTI/TI SCHOOLS	NTI/NTI SCHOOLS
ADAMS COUNTY #12	*3.0 (3)	1.8 (9)	*2.5 (19)	2.1 (41)	2.4 (8)	1.9 (6)	2.2 (11)	2.0 (26)
ALUM ROCK	2.2 (6)	2.3 (6)	*2.6 (27)	2.2 (33)	2.5 (12)	2.6 (26)	2.5 (22)	2.4 (44)
BERKELEY COUNTY	2.3 (8)	1.8 (2)	*2.4 (40)	1.5 (13)	2.5 (7)	2.5 (9)	2.3 (9)	2.3 (10)
BOSTON	2.5 (32)	2.6 (37)	2.3 (78)	2.3 (82)	2.5 (143)	2.1 (65)	2.1 (41)	2.0 (90)
CHARLOTTE	2.4 (42)	2.5 (22)	*2.6 (124)	2.4 (126)	2.8 (111)	2.3 (102)	2.2 (71)	2.3 (117)
HARRISON COUNTY	*2.2 (24)	1.6 (5)	*2.2 (50)	1.9 (21)	2.0 (18)	2.1 (35)	2.1 (19)	2.1 (17)
HOUSTON	*2.8 (32)	2.4 (86)	*2.6 (94)	2.4 (283)	2.6 (201)	2.4 (97)	2.4 (66)	2.4 (297)
MESA	*3.0 (9)	2.1 (10)	2.4 (50)	2.4 (35)	2.4 (17)	2.2 (43)	2.2 (29)	2.2 (40)
NEWPORT	2.0 (4)	1.8 (6)	2.6 (6)	2.2 (18)	2.4 (12)	2.1 (5)	1.8 (2)	2.3 (17)
RACINE	2.0 (7)	1.9 (17)	2.3 (36)	2.1 (72)	2.2 (21)	2.2 (22)	2.1 (21)	2.2 (62)
SANTA FE	*2.6 (11)	1.8 (5)	*2.3 (46)	1.9 (24)	2.3 (12)	2.2 (43)	2.3 (18)	2.2 (28)
WINSTON-SALEM	2.3 (13)	2.7 (22)	2.4 (64)	2.4 (108)	2.5 (28)	2.3 (54)	2.3 (30)	2.3 (111)
YONKERS	2.4 (4)	1.8 (14)	2.5 (13)	2.3 (42)	2.4 (34)	2.3 (24)	2.5 (7)	2.2 (36)

*Indicates significant F ratio ($p < .05$)

TABLE F-4

ITEM MEANS OF SELECTED GROUPS
FOR STANDARDIZED ACHIEVEMENT TEST USE

DISTRICT	PRINCIPALS		TEACHERS		SPECIALISTS	PARENTS		
	TI	NTI	TI	NTI		TI	NTI/TI SCHOOLS	NTI/NTI SCHOOLS
ADAMS COUNTY #12	3.0 (3)	2.4 (8)	*1.8 (19)	2.2 (41)	2.6 (8)	2.0 (6)	2.1 (11)	2.4 (26)
ALUM ROCK	1.7 (6)	2.0 (6)	1.7 (27)	1.8 (33)	2.3 (12)	2.7 (27)	3.1 (21)	2.8 (33)
BERKELEY COUNTY	2.3 (8)	3.0 (2)	2.2 (40)	1.8 (12)	2.3 (7)	2.9 (9)	3.1 (8)	2.6 (10)
BOSTON	2.8 (32)	2.8 (37)	*2.1 (78)	2.4 (81)	2.2 (142)	2.5 (65)	2.5 (40)	2.5 (89)
CHARLOTTE	*2.7 (42)	3.1 (22)	2.3 (126)	2.4 (128)	2.5 (110)	*2.7 (93)	2.7 (70)	2.5 (114)
HARRISON COUNTY	2.6 (24)	2.6 (5)	2.5 (51)	2.3 (21)	2.3 (18)	2.6 (37)	2.5 (18)	2.5 (16)
HOUSTON	2.4 (32)	2.6 (86)	2.1 (91)	2.3 (285)	2.0 (203)	2.8 (91)	2.8 (64)	2.7 (283)
MESA	2.9 (9)	2.6 (10)	2.2 (50)	2.2 (35)	2.2 (17)	2.4 (38)	2.2 (29)	2.3 (41)
NEWPORT	2.8 (4)	2.8 (6)	2.8 (6)	2.3 (18)	2.0 (12)	*3.4 (5)	2.5 (2)	2.6 (18)
RACINE	2.6 (7)	2.6 (17)	2.1 (35)	2.2 (73)	2.3 (21)	2.8 (20)	2.4 (18)	2.4 (59)
SANTA FE	2.4 (11)	2.6 (5)	*2.3 (46)	2.7 (24)	2.6 (12)	2.8 (41)	2.5 (18)	2.5 (28)
WINSTON-SALEM	2.8 (13)	2.6 (22)	2.5 (64)	2.4 (103)	2.4 (28)	2.6 (52)	2.3 (27)	2.5 (106)
YONKERS	2.3 (4)	2.4 (14)	*1.8 (13)	2.4 (42)	2.1 (34)	3.1 (23)	3.3 (7)	3.0 (34)

*Indicates significant F ratio ($p < .05$)

TABLE F-5

KENDALL'S TAU BETWEEN OPPOSING POLICY OPTIONS

DISTRICT	PARENTS		PRINCIPALS		SPECIALISTS		TEACHERS	
	POVERTY/ ACHIEVEMENT ITEMS	CONCENTRATION SATURATION ITEMS	POVERTY ACHIEVEMENT ITEMS	CONCENTRATION SATURATION ITEMS	POVERTY ACHIEVEMENT ITEMS	CONCENTRATION SATURATION ITEMS	POVERTY ACHIEVEMENT ITEMS	CONCENTRATION SATURATION ITEMS
ADAMS COUNTY #12	-.19 (43)	-.15 (43)	-.42 (11)	-.08 (11)	-.21 (8)	-.64 (8)	-.04 (61)	-.34 (60)
ALUM ROCK	.07 (115)	.20 (115)	-.33 (12)	-.35 (12)	-.55 (12)	-.49 (12)	-.29 (62)	-.40 (61)
BERKELEY COUNTY	-.19 (34)	.02 (32)	-.54 (10)	-.43 (10)	-.53 (7)	.29 (7)	-.46 (53)	-.48 (53)
BOSTON	-.15 (202)	-.02 (202)	-.10 (72)	-.05 (71)	-.31 (142)	-.19 (143)	-.12 (164)	-.06 (166)
CHARLOTTE	-.26 (314)	.00 (311)	-.23 (64)	-.31 (63)	-.12 (111)	-.11 (111)	-.16 (254)	-.10 (250)
HARRISON COUNTY	-.33 (81)	-.08 (77)	-.19 (29)	-.29 (29)	-.03 (17)	-.55 (18)	-.20 (72)	-.20 (71)
HOUSTON	-.22 (465)	.12 (465)	-.26 (117)	-.09 (118)	-.27 (201)	-.13 (201)	-.26 (377)	-.03 (377)
MESA	-.15 (122)	-.07 (122)	-.60 (21)	-.19 (21)	-.21 (17)	-.12 (17)	-.05 (85)	-.04 (85)
NEWPORT	-.27 (25)	.27 (24)	-.25 (10)	-.14 (10)	-.19 (12)	-.18 (12)	-.16 (24)	-.33 (24)
RACINE	-.28 (129)	-.22 (129)	.07 (24)	-.37 (24)	-.56 (21)	-.34 (21)	-.29 (108)	-.25 (108)
SANTA FE	.06 (95)	-.02 (95)	-.55 (15)	.09 (15)	-.33 (12)	-.36 (12)	-.43 (70)	-.17 (70)
WINSTON-SALEM	-.21 (201)	-.03 (199)	-.33 (35)	-.18 (34)	-.34 (27)	.06 (28)	-.08 (172)	-.13 (172)
YONKERS	.06 (126)	.32 (130)	-.44 (24)	-.17 (23)	-.07 (34)	-.29 (34)	-.29 (68)	-.21 (68)

TABLE F-6

MEANS FOR SELECTED PARENT GROUPS IN THE DEMONSTRATION FOR PTA INVOLVEMENT

DISTRICT	TI SCHOOLS	NTI/TI SCHOOLS	NTI/NTI SCHOOLS	SIG
ADAMS COUNTY #12	43.6 (6)	43.1 (11)	42.7 (26)	
ALUM ROCK	47.4 (30)	46.1 (22)	49.1 (44)	
BERKELEY COUNTY	49.9 (10)	54.6 (10)	48.5 (13)	
BOSTON	45.7 (67)	46.7 (41)	50.9 (96)	*
CHARLOTTE	52.0 (103)	56.4 (74)	58.4 (117)	*
HARRISON COUNTY	47.1 (37)	50.4 (21)	50.6 (17)	
HOUSTON	51.1 (101)	49.5 (66)	52.2 (302)	*
MESA	47.7 (43)	52.7 (31)	50.8 (41)	
NEWPORT	42.4 (5)	40.5 (2)	48.9 (18)	
RACINE	47.1 (23)	47.7 (21)	51.6 (63)	
SANTA FE	48.4 (43)	48.9 (18)	52.6 (28)	
WINSTON-SALEM	53.2 (57)	54.9 (30)	55.4 (112)	
YONKERS	48.4 (24)	52.6 (7)	55.3 (37)	*

*Indicates significant F ratio $(p < .05)$

TABLE F-7

MEANS FOR SELECTED PARENT GROUPS IN THE DEMONSTRATION FOR PAC INVOLVEMENT

DISTRICT	TI SCHOOLS	NTI/TI SCHOOLS	NTI/NTI SCHOOLS	SIG
ADAMS COUNTY #12	54.1 (6)	46.9 (11)	49.2 (26)	
ALUM ROCK	50.3 (30)	52.2 (22)	52.8 (44)	
BERKELEY COUNTY				
BOSTON	50.6 (67)	49.8 (41)	51.3 (96)	
CHARLOTTE	52.1 (103)	47.5 (74)	48.1 (117)	*
HARRISON COUNTY	48.5 (37)	46.9 (21)	46.9 (17)	
HOUSTON	49.3 (101)	47.8 (66)	47.8 (302)	
MESA	48.6 (43)	47.9 (31)	47.3 (41)	
NEWPORT	69.9 (5)	46.9 (2)	50.9 (18)	
RACINE	50.7 (23)	54.5 (21)	48.6 (63)	
SANTA FE	51.9 (43)	54.9 (18)	52.1 (28)	
WINSTON-SALEM	47.9 (57)	46.9 (30)	48.3 (112)	
YONKERS	52.3 (24)	53.1 (7)	47.7 (37)	*

*Indicates significant F ratio ($p < .05$)

TABLE F-8

MEANS FOR SELECTED PARENT GROUPS IN THE DEMONSTRATION FOR SCHOOL INVOLVEMENT

DISTRICT	TI SCHOOLS	NTI/TI SCHOOLS	NTI/NTI SCHOOLS	SIG
ADAMS COUNTY #12	52.3 (6)	43.5 (11)	48.9 (26)	*
ALUM ROCK	51.9 (30)	54.0 (22)	52.7 (44)	
BERKELEY COUNTY	47.1 (10)	51.8 (10)	49.8 (13)	
BOSTON	52.2 (67)	49.5 (41)	52.2 (96)	
CHARLOTTE	49.4 (103)	50.7 (74)	50.9 (117)	
HARRISON COUNTY	46.8 (37)	47.9 (21)	50.5 (17)	
HOUSTON	49.9 (101)	49.3 (66)	50.7 (302)	
MESA	51.1 (43)	52.5 (31)	51.4 (41)	
NEWPORT	54.1 (5)	47.0 (2)	52.1 (18)	
RACINE	52.4 (23)	52.3 (21)	51.7 (63)	
SANTA FE	49.0 (43)	52.7 (18)	50.7 (28)	
WINSTON-SALEM	49.6 (57)	54.1 (30)	52.3 (112)	
YONKERS	56.9 (24)	52.3 (7)	53.8 (37)	

*Indicates significant F ratio ($p < .05$)

TABLE F-9

MEANS FOR SELECTED PARENT GROUPS IN THE DEMONSTRATION FOR DISCUSSION SCALE

DISTRICT	TI SCHOOLS	NTI/TI SCHOOLS	NTI/NTI SCHOOLS	SIG
ADAMS COUNTY #12	45.2 (6)	47.8 (11)	47.1 (26)	
ALUM ROCK	47.4 (30)	49.0 (22)	51.7 (44)	
BERKELEY COUNTY	44.6 (10)	48.3 (10)	43.0 (13)	*
BOSTON	50.3 (67)	50.4 (41)	52.2 (96)	
CHARLOTTE	51.1 (103)	51.9 (74)	52.9 (117)	
HARRISON COUNTY	47.7 (37)	44.9 (21)	53.1 (17)	*
HOUSTON	53.1 (101)	50.8 (66)	51.9 (302)	
MESA	51.9 (43)	50.3 (31)	51.4 (41)	
NEWPORT	48.3 (5)	49.6 (2)	51.8 (18)	
RACINE	56.2 (23)	52.5 (21)	54.5 (63)	
SANTA FE	48.3 (43)	48.2 (18)	51.9 (28)	
WINSTON-SALEM	46.9 (57)	51.8 (30)	49.5 (112)	
YONKERS	55.1 (24)	44.9 (7)	49.1 (37)	*

*Indicates significant F ratio ($p < .05$)

TABLE F-10

MEANS FOR SELECTED PARENT GROUPS IN THE DEMONSTRATION FOR PROPORTION HIGH INFORMATION

DISTRICT	TI SCHOOLS	NTI/TI SCHOOLS	NTI/NTI SCHOOLS	SIG
ADAMS COUNTY #12	1.0 (6)	.63 (11)	.69 (26)	
ALUM ROCK	.30 (30)	.41 (22)	.32 (44)	
BERKELEY COUNTY	.00 (10)	.00 (10)	.15 (13)	
BOSTON	.90 (67)	.71 (41)	.63 (96)	*
CHARLOTTE	.44 (103)	.22 (74)	.32 (117)	*
HARRISON COUNTY	.59 (37)	.24. (21)	.35 (17)	*
HOUSTON	.57 (101)	.52 (66)	.25 (302)	*
MESA	.35 (43)	.42 (31)	.46 (41)	
NEWPORT	.100 (5)	.100 (2)	.83 (18)	
RACINE	.96 (23)	.62 (21)	.69 (63)	*
SANTA FE	.67 (43)	.72 (18)	.61 (28)	
WINSTON-SALEM	.86 (57)	.80 (30)	.57 (112)	*
YONKERS	.17 (24)	.29 (7)	.38 (37)	

*Indicates significant F ratio (p <.05)